



MIDDLE SCHOOL PROGRAM PLANNING GUIDE 2022-2023

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.

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

Application Middle Schools - Magnet Programs

Carnage Gifted & Talented/ AIG Basics Magnet Middle School

Carroll Leadership in Technology Magnet Middle School

Centennial Campus University Connections & Leadership Magnet Middle School

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

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

East Garner International Baccalaureate MYP /Creative Arts Magnet Middle School

East Millbrook Academy of Visual and Performing Arts School

Ligon Gifted & Talented/ AIG Basics Magnet Middle School

Martin Gifted & Talented Magnet Middle School

Moore Square Gifted & Talented/ AIG Basics Magnet Middle School

Oberlin Global Studies/Language Immersion Magnet Middle School

Reedy Creek Center for the Digital Sciences Magnet Middle School

Wake Young Men's Leadership Academy

Wake Young Women's Leadership Academy

West Millbrook International Baccalaureate MYP Magnet Middle School

Zebulon Gifted & Talented Magnet Middle School

Section I: General Information

The Middle School Program

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

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

Courage:

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

Good Judgment:

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

Integrity:

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

Kindness:

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

Perseverance:

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

Respect:

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

Responsibility:

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

Self-Discipline:

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

Middle School Career Competencies

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

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

Self-Knowledge

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

Competency 2: Skills to interact with others

Competency 3: Knowledge of the importance of growth and change

Educational and Occupational Planning

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

Competency 5: Understanding the relationship between work and learning

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

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

Career Planning

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

Competency 9: Skills to make decisions

Competency 10: Knowledge of the interrelationships of life roles

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

Competency 12: Understanding the process of career planning

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

Grading System

Letter Grades – 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

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.

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, 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

Special Education Course Options

Literacy Essentials

The Literacy Essentials course is designed for a small population of students on SCoS with cognitive impairments and/or reading significantly below grade level upon entering 6th grade as evidenced by multiple data points. This class replaces ELA and will cover reading, writing, speaking, and listening standards using the EL Education curriculum with necessary scaffolds, modifications, and specialized support not possible in an ICR class. The Literacy Essentials class should be paired with the Middle School Reading Class to address likely decoding deficits. This class is *not* intended to cover *both* the ELA standards as well as decoding deficits.

Middle School Reading Class (MSRC)

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

Math Essentials

This course focuses on explicit and systematic instruction in basic number sense and appropriate developmental math learning trajectories. It is designed for a small population of students with emerging numeracy skills who 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.

Curriculum Assistance

The Curriculum Assistance elective (CA) provides specially designed instruction for students with disabilities who are enrolled in the standard course of study. The primary focus of CA is to provide specially designed instruction on students' IEP goals, progress monitor IEP goals, and support students in their general education classes. 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.

Social Skills Essentials

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

Social Skills Competencies

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

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

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
Writing 6	10262Y0W6
Writing 7	10262Y0W7
Writing 8	10262Y0W8
Middle School Reading 6	10262Y0H6
Middle School Reading 7	10262Y0H7
Middle School Reading 8	10262Y0H8
Literacy Essentials 6	10562Y0E6
Literacy Essentials 7	10572Y0E7
Literacy Essentials 8	10582Y0E8
Math Essentials 6	20062Y0E6
Math Essentials 7	20072Y0E7
Math Essentials 8	20082Y0E8
Social Skills Essentials	96102Y0P
Social Competencies	96102Y0T

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

Behavior/Autism Support

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

English as a Second Language

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

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

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

This year-long grade-specific course for elective credit 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.

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

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

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

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

Recommended class size is a maximum of 15 students.

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

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

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

Section II: Core Program Descriptions

Sixth Grade Core Program

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

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

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

Math 6 (20062Y0)

The foci of Math 6 are outlined below by domain.

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

Math 6 Plus (20092Y06)

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

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

Science (30062Y0)

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations 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 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

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

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

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

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

Math 7 (20072Y0)

The foci of Math 7 are outlined below by domain.

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

Math 7 Plus (20122Y07)

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

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

Science (30072Y0)

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations 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 the environment over time. Through an investigation of the various factors that shaped the development of societies and regions in the modern world and global interactions, students will examine both similarities and differences. A conscious effort will be made to include an integrated study of various societies and regions from every continent (Africa, Asia, Europe, the Americas, and Australia).

Healthful Living (60472Y0)

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

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

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

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

Eighth Grade Core Program

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

English/Language Arts (10582Y0)

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

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

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

Math 8 (20082Y0)

The foci of Math 8 are outlined below by domain:

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

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

This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 1. The final exam is the NC Math 1 End-of-Course test and it will be averaged as 20% of the overall grade for the course. *Please note: Except in extraordinary circumstances as outlined by the state, students will not be able to withdraw from NC Math 1 after the 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 the course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 2. The final exam is a teacher-made test and will be averaged as 20% of the overall grade for the course.

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

Recommended prerequisite(s): NC Math 2

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

Science (30082Y0)

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations 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 Acceleration and Support (10262Y0B)

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

Public Speaking and Debate (10182Y0B)

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

Newspaper (10312Y0A)

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

Yearbook (10312Y0H)

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

Math Electives

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

Math Acceleration and Support (28002Y0A)

This course is designed for students who need additional instruction and support in gaining grade level mathematics skills, problem-solving strategies, test-taking skills, and mathematical thinking in authentic contexts. Activities will focus on the use of manipulatives to build understanding of mathematical concepts and the use of

cooperative and individual activities that practice and strengthen grade level skills and ability in mathematics. Technology, reading and writing for greater understanding in mathematics will be incorporated where appropriate.

World Language Electives

Exploratory Language (12752Y0)

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

French Beginning Less Than 1 Year (11002Y0)

Spanish Beginning Less Than 1 Year (11402Y0)

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

French Beginning 1 Year (11002Y1)

Spanish Beginning 1 Year (11402Y1)

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

French I (MS for HS Credit) 11012Y0

Spanish I (MS for HS Credit) 11412Y0

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

Arts Education Electives

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

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.

VISUAL ARTS

Arts Exploratory (54092Y0L)

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

Visual Composition I (54092Y0M)

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

Visual Composition II (54092Y0N)

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

Drawing (54092Y0D)

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

Painting (54092Y0P)

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

Pottery/Sculpture (54092Y0S)

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

Weaving/Crafts (54092Y0C)

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

THEATRE ARTS

Introduction to Theatre (53092Y0C)

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

Dramatics (53092Y0D)

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

Advanced Dramatics (53092Y0E)

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

DANCE

Introduction to Dance (51092Y0A)

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

Dance I (51092Y0B)

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

Dance II (51092Y0C)

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

Career and Technical Education Electives

9-Week Courses	Course Numbers	Grade(s)	Maximum Enrollment*	Recommended Prerequisite
Agricultural Education				
Fundamentals of Biotechnology	AY102Y0	7, 8	25	None
Agricultural & Environmental Biotechnology	AY122Y0	7, 8	25	None
Exploring Environmental & Natural Resources	AY202Y0	6, 7, 8	25	None
Exploring Animal & Plant Science	AY212Y0	6, 7, 8	25	None
Exploring Food & Agricultural Products	AY222Y0	6, 7, 8	25	None
Exploring Agricultural Issues	AY232Y0	6, 7, 8	25	None
Fundamentals of the Agricultural Science Program	AY242Y0	6, 7, 8	25	None
Agriculture & Our Social & Economic Well-Being	AY252Y0	6, 7, 8	25	None
Business, Finance, and Marketing Education				
Exploring Business and Entrepreneurship	BY102Y0	7, 8	25	Introduction to Office Productivity
Exploring Economic Systems	BY112Y0	6, 7, 8	25	None
Exploring Business Activities	BY122Y0	7, 8	25	Introduction to Office Productivity
Exploring Business Procedures and Leadership	BY132Y0	7, 8	25	Introduction to Office Productivity
Computer Science and Information Technology Education				
Keyboarding and Basic Word Processing	CY012Y0	6, 7, 8	25	None
Introduction to Office Productivity	CY022Y0	7, 8	25	Keyboarding & Basic Word Processing
Office Productivity Applications	CY032Y0	7, 8	25	Introduction to Office Productivity
Digital Literacy	CY042Y0	6, 7, 8	25	None
Computer Science Discoveries I	CY202Y0	6, 7, 8	30	Keyboarding and Basic Word Processing recommended
Computer Science Discoveries II	CY212Y0	6, 7, 8	30	Keyboarding and Basic Word Processing recommended
Computer Science Discoveries III	CY222Y0	6, 7, 8	30	Keyboarding and Basic Word Processing recommended
Career Development Education				
Exploring Personal Characteristics and Careers	EY102Y0	6, 7, 8	30	None
Exploring Careers and Employment	EY112Y0	7, 8	30	Exploring Personal Characteristics and Careers

Family and Consumer Sciences Education				
Exploring Social and Emotional Skills	FY102Y0	6, 7, 8	25	None
Exploring Nutrition & Wellness (Recommend 2 nd /3 rd 9wks due to food purchase deadlines)	FY112Y0	6, 7, 8	25**	None
Exploring Apparel and Interior Design	FY122Y0	6, 7, 8	25**	None
Exploring Personal Finance and Hospitality (Recommend 2 nd /3 rd 9wks due to food purchase deadlines)	FY132Y0	6, 7, 8	25	None
Exploring Childcare	FY142Y0	6, 7, 8	25	None
Health Science Education				
Exploring Healthcare: Medical Terms and Body Systems in Therapeutic Service Careers	HY102Y0	6, 7, 8	25	None
Exploring Healthcare: Medical Terms & Body Systems in Diagnostic Service Careers	HY112Y0	6, 7, 8	25	None
Exploring Healthcare: Medical Terms and Body Systems in Biotechnology Careers	HY122Y0	6,7,8	25	None
Trade, Technology, Engineering, and Industrial Education				
Meeting Technology	TY002Y0	6, 7, 8	20	None
Design and Engineering	TY012Y0	6, 7, 8	20	None
Project Revive (Engineering and Design Project)	TY022Y0	6, 7, 8	20	None
Design World	TY032Y0	6, 7, 8	20	None
Using Design and Creativity to Help Others	TY042Y0	6, 7, 8	20	None
Technology and Society	TY052Y0	6, 7, 8	20	None
Technological Systems: How They Work	TY102Y0	6, 7, 8	20	None
Maintaining Technological Systems	TY112Y0	6, 7, 8	20	None
Technological Systems Interactions	TY122Y0	6, 7, 8	20	None
Technological Systems and the Designed World	TY132Y0	6, 7, 8	20	None
Exploring Safety & Tools in the Trades	TY402Y0	6,7,8	20	None
Exploring Carpentry Terms	TY502Y0	6,7,8	20	Exploring Safety & Tools in the Trades Recommend
<p>* Enrollment in each class is to be of a size that ensures effective instruction as prescribed in the individual course descriptions in the North Carolina Career and Technical Education Essential Standards. The Maximum Enrollment column shows the maximum number of students that are permitted in the course based on legal restrictions, guidelines from regulatory or credentialing agencies, or to provide for the safety of students and teachers. CTE will support up to 10% over the maximum enrollment for each course. Supplies and equipment for enrollment above this amount must be provided at the school level.</p>				
<p>** Enrollment in this course is determined by the facility design of the Family and Consumer Sciences classroom/lab that is in most Wake County middle schools and the equipment that is provided for each facility (4 students per kitchen and 1 sewing machine per student).</p>				

The Wake County Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Dr. Rodney Trice has been designated to handle inquiries regarding equity and the non-discrimination policies and may be reached at (919) 694-0524.

Agricultural Education

EXPLORING AGRICULTURAL SCIENCE

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

Grades: 6, 7, 8

Prerequisite: None

Students gain understanding of the relationship between natural resources and the production of food and fiber, including the role of alternative energy in the agricultural industry. An emphasis on environmental stewardship within the agricultural industry as it impacts plant and animal production helps students engage in practicing strategies for effectively using resources in the agricultural industry. Work-based learning opportunities and leadership development engage students in the development of their career development plan.

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

Grades: 6, 7, 8

Prerequisite: None

Students gain an understanding of the fundamentals of the animal and plant science industry. Through hands-on activities, students understand the importance of animal/plant product uses, animal welfare and care practices, and basic plant physiology. Work-based learning opportunities and leadership development engage students in the development of their career development plan.

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

Grades: 6, 7, 8

Prerequisite: None

Students become informed consumers of food and agricultural products by understanding the processes to provide safe agricultural products for consumption. Processes covered include converting agricultural products into food and fiber products and the marketing and labeling principles that help consumers. Work-based learning opportunities and leadership development engage students in the development of their career development plan.

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

Grades: 6, 7, 8

Prerequisite: None

Students bridge their understanding of science and research within the agricultural industry and technology. Gaining an understanding of current issues and challenges affecting the agricultural industry and economy helps mold students into advocates in their community. Work-based learning opportunities and leadership development engage students in the development of their career development plan.

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

Grades: 6, 7, 8

Prerequisite: None

Students learn the importance of stewardship which is emphasized through hands-on experiences. Students learn appropriate safety procedures for the various agricultural education learning environments. Students implement foundational work-based learning experiences and develop leadership skills and life skills through agriculture and community settings.

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

Grades: 6, 7, 8

Prerequisite: None

Students learn the importance of agriculture to social and economic well-being. Students interpret how agriculture supports life and how advances in the industry have helped society. A focus on agriculture careers and skills needed to be successful guide students through their work-based learning opportunities and leadership development.

Fundamentals of Biotechnology (9-week course **AY102Y0**)

Grades: 7, 8

Prerequisite: None

Students are introduced to common terminology and mathematical concepts used in the biotechnology industry. An emphasis on laboratory safety and infection control will help students understand methods used for protecting the safety of biotech workers and the public. Through the use of scientific inquiry and problem solving, students will investigate cellular design and DNA. Work-based learning opportunities and leadership development will engage students in the development of their career development plan.

Agricultural & Environmental Biotechnology (9-week course **AY122Y0**)

Grades: 7, 8

Prerequisite: None

Students engage in hands-on activities to analyze the science of plants, food, and animals in agricultural biotechnology. Analyzing components of industrial biotechnology and evaluating environmental biotechnology applications reinforce the concepts. Work-based learning opportunities and leadership development engage students in the development of their career development plan.

Business, Finance, and Marketing Education

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

Grades: 7, 8

Recommended Prerequisite: Introduction to Office Productivity

Students learn the principles of business and the concepts of entrepreneurship. A focus on the necessary characteristics for being an entrepreneur will aid students in developing their career and life plan. Students learn the procedures and requirements for starting and running a business.

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

Grades: 6, 7, 8

Prerequisite: None

Students are introduced to the basics of economics. Students compare the types of economic systems and learn about the United States economic system. The curriculum covers such concepts as supply and demand, the stock market, e-commerce, and the Federal Reserve.

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

Grades: 7, 8

Recommended Prerequisite: Introduction to Office Productivity

Students learn the basics of business activities and various careers. A variety of business-related fields are introduced including finance, management, information technology, marketing, and entrepreneurship.

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

Grades: 7, 8

Recommended Prerequisite: Introduction to Office Productivity

Students are introduced to a variety of business procedures and basics of leadership. Students learn life-long career success building skills like business etiquette, ethics and how to seek, gain, and maintain employment. Students also learn leadership skills including communication, team building, collaboration, and other desirable traits.

Computer Science and Information Technology Education

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

Grades: 6, 7, 8

Prerequisite: None

Students develop a foundation for effective technology use by learning to type. The curriculum covers topics and skills including keyboard layout, ergonomic strategies, and keyboarding proficiency. Students also learn to use word processing software for basic document creation, design, editing, collaboration, and problem solving.

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

Grades: 7, 8

Recommended Prerequisite: Keyboarding and Basic Word Processing

Students learn a foundational understanding of computer operations. Students learn to harness technology as a tool to create, problem solve, and collaborate with others. The curriculum covers topics and skills including computing basics, responsible usage, spreadsheet basics, presentation basics, and multimedia design.

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

Grades: 7, 8

Recommended Prerequisite: Introduction to Office Productivity

Students deepen data literacy by learning to read, analyze, present, and access real-world information with spreadsheets and databases. The curriculum covers topics and skills including data collection and synthesis, data analysis, and data visualization. Mathematics standards are reinforced.

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

Grades: 6, 7, 8

Prerequisite: None

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.

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

Grades: 6, 7, 8

Recommended Prerequisite: Keyboarding and Basic Word Processing

Students will use a problem-solving process to address a series of puzzles, challenges, and real-world scenarios. They will learn how computers input, output, store, and process information to help humans solve problems. Students will also learn how to create and share the content on their own web pages using HTML and CSS. They will also practice valuable programming skills such as debugging, using resources, and teamwork.

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

Grades: 6, 7, 8

Recommended Prerequisite: Keyboarding and Basic Word Processing

Students will build on their coding experience as they program animations, interactive art, and games in Code.org's Game Lab. The course starts off with simple shapes and builds up to more sophisticated sprite-based games, using the same programming concepts and the design process computer scientists use daily. Students will also investigate the broader social impacts of computing. Through a series of design challenges, they will learn how to better understand the needs of others while developing a solution to a problem.

Computer Science Discoveries III (9-week course CY222Y0)

Grades: 6, 7, 8

Recommended Prerequisite: Keyboarding and Basic Word Processing-

Students will explore the importance of data in solving problems and how computers help in this process. Students explore the role of hardware platforms in computing and how different sensors can provide more effective input and output than the traditional keyboard, mouse, and monitor. Using Code.org's App Lab and Adafruit's Circuit Playground, students will develop programs that utilize the same hardware inputs and outputs that are found in smart devices. Students also get to look at how a simple rough prototype can lead to a finished product.

Career Development Education

EXPLORING CAREER DECISIONS

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

Grades: 6, 7, 8

Prerequisite: None

Students experience an orientation to self-awareness and the world-of-work. Emphasis is placed on self-awareness and how interests, attitudes, values, learning styles, skills, and personality influence career choices. Based on the National Career Development Guidelines, skills reinforced include, but are not limited to communications, personal management, and teamwork.

Exploring Careers and Employment (9-week course EY112Y0)

Grades: 7, 8

Prerequisite: None

Students experience an orientation to career planning and future employment success. Emphasis is placed on understanding the world-of-work, skills needed for employment success, and the career planning and preparation process. Based on the National Career Development Guidelines, skills reinforced include, but are not limited to communications, personal management, and teamwork.

Family and Consumer Sciences Education

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

Grade: 6, 7, 8

Prerequisite: None

Students gain an understanding of social and emotional learning that includes communication skills, self-awareness, self-management, responsible decision-making, social awareness, interpersonal relationship skills, and careers in human services.

Exploring Nutrition & Wellness (9-week course FY112Y0)

Grade: 6, 7, 8

Prerequisite: None

Students gain an understanding of the impact of choices on wellness by examining the current USDA Food Guidelines and nutritious meal planning and preparation. Students learn basic kitchen skills, safety, and sanitation.

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

Grade: 6, 7, 8

Prerequisite: None

Students are introduced to the field of apparel with the elements of design, basic clothing construction, and the impact of marketing on clothing choices. Students also learn the basics of interior design, which includes the basic principles of design, managing living spaces, and learning how sustainable design impacts housing.

Exploring Personal Finance and Hospitality (9-week course FY132Y0)

Grade: 6, 7, 8

Prerequisite: None

Students are introduced to the basics of personal finance through financial responsibility and decision-making. Students learn money and time management and are eligible to receive EVERFI's Vault certification. The hospitality curriculum covers the basics of foodservice and hospitality, exploring food safety and sanitation, as well as culinary arts. Through this course students are eligible to receive the NC eFood Handlers certification.

Exploring Childcare (9-week course FY142Y0)

Grade: 6, 7, 8

Prerequisite: None

This course introduces students to children's developmental ages and stages from birth to 7 years and related career opportunities. Through hands-on activities, students will practice basic care of infants, toddlers, and preschoolers and discuss proper nutrition. Students will understand how to prevent accidents and how to use positive guidance while working with children. Students will learn the importance of well-prepared and trained babysitters and how to prepare for the diverse responsibilities of being a babysitter.

Health Science Education

EXPLORING HEALTHCARE

Students will explore key concepts and foundational knowledge for in demand, allied health professions to enhance interest in the Health Science Education pathway.

Schools may select from the following course modules:

Exploring Healthcare: Medical Terms and Body Systems in Therapeutic Service Careers (9-week course HY102Y0)

Grade: 6, 7, 8

Prerequisite: None

Students will gain an understanding of medical terminology, body systems (skeletal, muscular, and integumentary) and careers related to Therapeutic Services.

Exploring Healthcare: Medical Terms & Body Systems in Diagnostic Service Careers (9-week course HY112Y0)

Grade: 6, 7, 8

Prerequisite: None

Students will gain an understanding of medical terminology, body systems (respiratory and circulatory) and careers related to Diagnostic Services.

Exploring Healthcare: Medical Terms & Body Systems in Biotechnology Careers (9-week course HY122Y0)

Grade: 6, 7, 8

Prerequisite: None

Students will gain an understanding of medical terminology, the nervous system and five senses, and careers related to Biotechnology.

Trade, Technology, Engineering, and Industrial Education

TECHNOLOGICAL DESIGN AND INNOVATION

Meeting Technology (9-week course TY002Y0)

Grades: 6, 7

Prerequisite: None

Students learn about the nature of technology and problem solving. Students are involved in activities and experiences where they learn about brainstorming, visualizing, modeling, constructing, testing, experimenting, and refining designs.

Design and Engineering (9-week course TY012Y0)

Grades: 6, 7, 8

Prerequisite: None

Students will gain an understanding of design and engineering. Students apply the design process in the inventions or innovation of new products, processes, or systems.

Project Revive (Engineering and Design Project) (9-week course TY022Y0)

Grades: 6, 7, 8

Prerequisite: None

Students will gain an understanding of Project Revive. Students will also develop skills in researching for information and communicating design information.

Design World (9-week course TY032Y0)

Grades: 6, 7, 8

Prerequisite: None

Students will gain an understanding of the design world. They learn about the core concepts of technology and the various approaches to solving problems, including engineering design and experimentation.

Using Design and Creativity to Help Others (9-week course TY042Y0)

Grades: 6, 7, 8

Prerequisite: None

Students will gain an understanding of design and creativity used to help others. Students participate in engineering design activities to understand how criteria, constraints, and processes affect designs.

Technology and Society (9-week course TY052Y0)

Grades: 6, 7, 8

Prerequisite: None

Students will have opportunities to study the scope of technology and its impacts on society. Students are involved in activities and experiences where they learn about brainstorming, visualizing, modeling, constructing, testing, experimenting, and refining designs.

TECHNOLOGICAL SYSTEMS

Technological Systems: How They Work (9-week course TY102Y0)

Grades: 7, 8

Prerequisite: None

Students will gain an understanding of technological systems and how they work by investigating systems through their function, design, and development. Students will understand what systems are, why they are developed, and how “systems thinking” can be used to describe them. Students will also engage in activities and experiences where they evaluate the impacts of technology through the lenses of culture, society, economics, and the environment.

Maintaining Technological Systems (9-week course **TY112Y0**)

Grades: 7, 8

Prerequisite: None

Students will gain an understanding of how to maintain technological systems. Students will understand and interpret technical information from a variety of sources, including written, electronic, and human communication. Students will learn to apply technical information to evaluate, test, and problem-solve within systems.

Technological Systems Interactions (9-week course **TY122Y0**)

Grades: 7, 8

Prerequisite: None

Students are introduced to the idea of technological systems, addressing the issues of design, development constraints, functions, and processes within a system and the interaction of two or more systems. Students will engage in activities and experiences where they build and evaluate technological systems.

Technological Systems and the Designed World (9-week course **TY132Y0**)

Grades: 7, 8

Prerequisite: None

Students are prepared to address specific challenges within different types of technical systems. Systems included in this exploration include Communications, Construction, Manufacturing, Biomedical, and Power and Energy. Students engage in activities and experiences where they build and evaluate the designed world.

Exploring Safety and Tools in the Trades (9-week course **TY402Y0**)

Grades: 6, 7, 8

Prerequisite: None

Students will explore key terminology used with common tools and safety associated with working in the various trades. Knowledge gained in this course will help to reinforce basic safety, identify basic tools, and spark interest in the various trades and in the aligned CTSO, SkillsUSA.

Exploring Carpentry Terms (9-week course **TY502Y0**)

Grades: 6, 7, 8

Prerequisite: Exploring Safety and Tools in the Trades

Students will gain an understanding of the terminology related to the field of Carpentry.

Section IV: Planning for Your Future

Looking Ahead to the High School Program

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

Planning for High School

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

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

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

Exploring Careers

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

Scheduling High School Courses for Middle School Students

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

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

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

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

* MS students do not receive honors credit; however, it is recommended that the student take Math 2 & 3 and English I at the honors-level.

If the MS student does not want to earn high school credit for English I at the middle school level, the alternative course will be the Middle School Creative Writing course on NCVPS which does not provide high school credit but must be scheduled as their ELA course for the year.

High School Courses Taken at the Middle School

Frequently Asked Questions

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

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

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

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

 - Students will receive a numerical grade and both grades will appear on the high school transcript.
 - 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.
- 4. 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.
- 5. Which world language course(s) must students successfully complete in order to earn one unit of high school credit?**

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

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

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

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

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

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

North Carolina Virtual Public School

NCVPS Quick Guide for Middle Schools

Student Requirements

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

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

Criteria for Course Selection

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

Enrollment:

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

E-Learning Advisor (ELA) Responsibilities:

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

Grading:

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

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

Textbooks:

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

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

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. The EOG is administered in the last 10 days of the school year.
NC End-Of-Course Tests (EOC)	7th - 12th	See Testing Calendars	Assesses mastery of grades 7-12 courses in select content areas based on the State Standards. The EOC is administered within the last 5 days of semester long courses and the last 10 days of year-long courses.

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

Section VI: Course Codes

Sixth Grade		World Language Electives	
Course Name	Course Code	Course Name	Course Code
Language Arts 6	10562Y0	Exploratory Language (Fr, Sp,etc)	12752Y0
Math 6	20062Y0	French Beginning < 1 Year	11002Y0
Math 6 Plus	20092Y06	French Beginning 1 Year	11002Y1
Science 6	30062Y0	French I (MS for HS Credit)	11012Y0
Social Studies 6	40062Y0	Spanish Beginning < 1 Year	11402Y0
Healthful Living 6	60462Y0	Spanish Beginning 1 Year	11402Y1
Seventh Grade		Spanish I (MS for HS Credit)	
			11412Y0
Course Name		Course Code	
Language Arts 7	10572Y0	Fine Arts Electives	
Math 7	20072Y0	Course Name	
Math 7 Plus	20122Y07	Course Code	
NC Math 1 (MS/HS Credit)	21092Y0	Music Exploratory	52092Y0K
Science 7	30072Y0	Chorus	52692Y0D
Social Studies 7	40072Y0	Concert Chorus	52692Y0E
Healthful Living 7	60472Y0	Beginning Band	52862Y0A
Eighth Grade		Intermediate Band	52872Y0A
Course Name		Advanced Band	52882Y0A
Course Code		Beginning Strings	52762Y0A
Language Arts 8	10582Y0	Intermediate Strings	52772Y0A
Math 8	20082Y0	Advanced Strings	52782Y0A
NC Math 1 (MS/HS Credit)	21092Y0	Visual Arts Exploratory	54092Y0L
NC Math 2 (MS/HS Credit)	22092Y0	Drawing	54092Y0D
NC Math 3 (MS/HS Credit)	23092Y0	Painting	54092Y0P
Science 8	30082Y0	Pottery / Sculpture	54092Y0S
Social Studies 8	40082Y0	Visual Composition	54092Y0M
Healthful Living 8	60482Y0	Visual Composition II	54092Y0N
Electives		Weaving / Crafts	54092Y0C
Language Arts Electives		Introduction to Theatre	53092Y0C
Course Name		Dramatics	53092Y0D
Course Code		Advanced Dramatics	53092Y0E
Reading Acceleration & Sup.	10262Y0B	Introduction to Dance	51092Y0A
Public Speaking & Debate	10182Y0B	Dance I	51092Y0B
Newspaper	10312Y0A	Dance II	51092Y0C
Yearbook	10312Y0H	ESL Courses	
Mathematics Electives		Course Name	
Course Name		Course Code	
Math Acceleration & Support	28002Y0A	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

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
- 5**=honors (See Page 38 for details)
- 9** = Non-Reporting Course
- A** = Adapted Curriculum (Extended Content Standards Only)

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

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

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

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

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

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

Notes