

# Middle School

## Program Planning Guide

### 2021-2022

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 World Languages and Spanish Immersion Magnet Middle School

East Cary Center for World Languages and Global Studies 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 21<sup>st</sup> 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 to intensively, explicitly, and systematically teach vocabulary, comprehension, and basic writing skills to a small population of students, with reading levels significantly below grade level, and who are unable to access the general education curriculum, even with specialized support. The use of scaffolded instruction as well as supplemental and alternate texts and materials enable students to access standards while addressing the literacy needs documented within the IEP

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

This elective course is designed for students who exhibit specific deficits in phonic decoding and word recognition as evidenced by diagnostic assessment. Systematic and explicit instruction will focus on phonological awareness, letter-sound knowledge, orthographic mapping, and morphological awareness. Multi-sensory strategies for both reading and spelling may be employed to aid in the learning process. Additionally, identification and meaning of prefixes and suffixes, academic vocabulary, and passage fluency will be addressed with more advanced learners. Pre and post tests, placement tests, and progress monitoring data 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 regular education classes. The four main components of CA are collaboration/communication between teacher, parent, and student, literacy and math specialized instruction/remediation, and study skills instruction. The focus for each student's instruction is based on their individualized needs as outlined within their IEP. Study skills instruction can be utilized to teach students how to prioritize, organize, take notes, take tests, proofread, follow directions and use reference materials. Literacy and Math skills are taught utilizing specially designed instruction to target the goals identified within the students' IEP goals.

### **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<br>Standard Course of Study |             | Special Education – Extensions<br>NC Extensions Curriculum |             |
|--|-------------|--|-------------|
| Course Name  | Course Code | Course Name  | Course Code |
| Independent Study  | 96102Y0E    | Language Arts 6 Extended                                   | 1056AY0     |
| Curriculum Assistance 6  | 96102Y06G   | Language Arts 7 Extended                                   | 1057AY0     |
| Curriculum Assistance 7  | 96102Y07G   | Language Arts 8 Extended                                   | 1058AY0     |
| Curriculum Assistance 8  | 96102Y08G   | Math 6 Extended  | 2006AY0     |
| Writing 6  | 10262Y0W6   | Math 7 Extended  | 2007AY0     |
| Writing 7  | 10262Y0W7   | Math 8 Extended  | 2008AY0     |
| Writing 8  | 10262Y0W8   | Science 6 Extended   | 3006AY0     |
| Middle School Reading 6  | 10262Y0H6   | Science 7 Extended   | 3007AY0     |
| Middle School Reading 7  | 10262Y0H7   | Science 8 Extended   | 3008AY0     |
| Middle School Reading 8  | 10262Y0H8   | Social Studies 6 Extended                                  | 4006AY0     |
| Literacy Essentials 6  | 10562Y0E6   | Social Studies 7 Extended                                  | 4007AY0     |
| Literacy Essentials 7  | 10572Y0E7   | Social Studies 8 Extended                                  | 4008AY0     |
| Literacy Essentials 8  | 10582Y0E8   | World Awareness Extended                                   | 96102Y0W    |
| Math Essentials 6  | 20062Y0E6   | Socialization Leisure Skills                               | 96102Y0X    |
| Math Essentials 7  | 20072Y0E7   | Adaptive Comp. Extended                                    | 96102Y0BB   |
| Math Essentials 8  | 20082Y0E8   | Prevocational Skills Extend.                               | 96102Y0CC   |
| Social Skills Essentials   | 96102Y0P    | Employment Adjust.<br>Extended                             | 96102Y0R    |
| Social Competencies  | 96102Y0T    | Skills in Independent Living                               | 96102Y0DD   |
|  |             | Physical Education<br>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.

### Compacted 6 Plus / 7 Plus (20092Y0COM)

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

### Science (30062Y0)

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

usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies.

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

- Understand the earth/moon/sun system, and the properties, structures and predictable motions of celestial bodies in the Universe.
- Understand the structure of Earth and how interactions of constructive and destructive forces have resulted in changes in the surface of Earth over time and the effects of the lithosphere on humans.
- Understand the structures, processes and behaviors of plants that enable them to survive and reproduce.
- Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment.
- Understand the properties of waves and the wavelike property of energy in earthquakes, light and sound waves.
- Understand the structure, classifications and physical properties of matter.
- Understand characteristics of energy transfer and interactions of matter and energy.

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

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

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

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

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

In sixth grade, students will learn a variety of communication techniques that will allow them to employ critical thinking skills to make positive health decisions. Students will appraise their own health and fitness status,

understand sound nutrition principles and develop sensible exercise practices. This knowledge will be applied as they demonstrate the ability to set, pursue and achieve personal health and fitness goals. Students will engage in physical activities that provide opportunities for rhythmic/dance movement, lead-up games enhancing basic sport skills, offensive and defensive game strategies, game rules/etiquette, problem solving, fair play, and sportsmanship.

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

## **Seventh Grade Core Program**

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

### **English/Language Arts (10572Y0)**

Following the 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 20<sup>th</sup> day of school (10<sup>th</sup> day on a semester block).*

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

*Recommended prerequisite(s): NC Math 1*

In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions, comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of advanced types of

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

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

*Recommended prerequisite(s): NC Math 2*

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

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

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations 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 steppingstone 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 8<sup>th</sup> grade Health curriculum. Beginning with the graduating class of 2015 (current 8<sup>th</sup> 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 8<sup>th</sup> 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* | Prerequisite |
|-------------------------------|----------------|----------|---------------------|--------------|
| <b>Agricultural Education</b> |                |          |                     |              |
| 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   |
| <b>Business, Finance, and Marketing Education</b>            |         |         |    |  |
| Exploring Business and Entrepreneurship                      | BY102Y0 | 7, 8    | 25 | Introduction to Office Productivity            |
| Exploring Economic Systems                                   | BY112Y0 | 7, 8    | 25 | None   |
| Exploring Business Activities                                | BY122Y0 | 7, 8    | 25 | Introduction to Office Productivity            |
| Exploring Business Procedures and Leadership                 | BY132Y0 | 7, 8    | 25 | None   |
| <b>Computer Science and Information Technology Education</b> |         |         |    |  |
| 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 | 25 | None   |
| Computer Science Discoveries II                              | CY212Y0 | 6, 7, 8 | 25 | None   |
| Computer Science Discoveries III                             | CY222Y0 | 6, 7, 8 | 25 | None   |
| <b>Career Development Education</b>                          |         |         |    |  |
| Exploring Personal Characteristics and Careers               | EY102Y0 | 6, 7, 8 | 30 | None   |
| Exploring Careers and Employment                             | EY112Y0 | 7, 8    | 30 | Exploring Personal Characteristics and Careers |
| <b>Family and Consumer Sciences Education</b>                |         |         |    |  |
| Exploring Social and Emotional Skills                        | FY102Y0 | 6, 7, 8 | 20 | None   |

|   |         |         |    |      |
|---|---------|---------|----|------|
| Exploring Nutrition & Wellness ( <b>Recommend 2<sup>nd</sup>/3<sup>rd</sup> 9wks due to food purchase deadlines</b> )   | FY112Y0 | 6, 7, 8 | 20 | None |
| Exploring Apparel and Interior Design   | FY122Y0 | 6, 7, 8 | 20 | None |
| Exploring Personal Finance and Hospitality ( <b>Recommend 2<sup>nd</sup>/3<sup>rd</sup> 9wks due to food purchase deadlines</b> )   | FY132Y0 | 6, 7, 8 | 20 | None |
| Exploring Childcare   | FY142Y0 | 6, 7, 8 | 20 | None |
| <b>Health Science Education</b>   |         |         |    |      |
| Exploring Healthcare: Medical Terms and Body Systems in Therapeutic Service Careers   | HY102Y0 | 6, 7, 8 | 20 | None |
| Exploring Healthcare: Medical Terms & Body Systems in Diagnostic Service Careers  | HY112Y0 | 6, 7, 8 | 20 | None |
| <b>Trade, Technology, Engineering, and Industrial Education</b>   |         |         |    |      |
| Exploring Technology  | TY002Y0 | 6, 7, 8 | 20 | None |
| Exploring Engineering and Design  | TY012Y0 | 6, 7, 8 | 20 | None |
| Project Revive (Engineering and Design Project)   | TY022Y0 | 6, 7, 8 | 20 | None |
| Invention and Innovation  | TY032Y0 | 6, 7, 8 | 20 | None |
| Design and Creativity   | TY042Y0 | 6, 7, 8 | 20 | None |
| Technology and Society  | TY052Y0 | 6, 7, 8 | 20 | None |
| Exploring Technological Systems   | TY102Y0 | 6, 7, 8 | 20 | None |
| Maintaining Technological Systems   | TY112Y0 | 6, 7, 8 | 20 | None |
| Technological Issues and Impacts  | TY122Y0 | 6, 7, 8 | 20 | None |
| Technological Systems in the Designed World   | TY132Y0 | 6, 7, 8 | 20 | None |
| <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**

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

Schools may select from the following course modules:

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

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

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

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

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

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

Grades: 6, 7, 8

Prerequisite: None

### **EXPLORING BIOTECHNOLOGY IN AGRICULTURE**

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

Schools may select from the following course modules:

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

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

Grades: 7, 8

Prerequisite: None

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

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

Grades: 7, 8

Prerequisite: Introduction to Office Productivity

In this course, students will understand the principles of business and concepts of entrepreneurship and the entrepreneurial process. English language arts and mathematics are reinforced.

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

Grades: 6, 7, 8

Prerequisite: None

This course will allow students to explore the nature of business in an international economy. English language arts and social studies are reinforced.

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

Grades: 6, 7, 8

Prerequisite: None

Students will study related careers in the fields of entrepreneurship, financial services, information technology, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem solving and thinking skills. This course contributes to the development of a career development plan. English language arts, mathematics, and social studies are reinforced.

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

Grades: 7, 8

Prerequisite: Introduction to Office Productivity

In this course, students will gain an understanding of:

- appropriate business etiquette and business communication,
- ethics and ethical decision-making,
- requirements for seeking, gaining, and maintaining employment
- leadership and team building

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

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

Grades: 6, 7, 8

Prerequisite: None

This middle school course is designed to provide hands-on instruction in basic keyboarding and word processing skills. English language arts is reinforced.

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

Grades: 7, 8

Prerequisite: Keyboarding and Basic Word Processing

This middle school course allows students to strengthen their keyboarding skills by engaging with word processing, desktop publishing, presentation, and spreadsheet software. English language arts and mathematics are reinforced.

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

Grades: 7, 8

Prerequisite: Introduction to Office Productivity

This middle school course allows students to strengthen their computer skills by building advanced skills with word processing, desktop publishing, presentation, spreadsheet, and database software. English language arts and mathematics are reinforced.

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

Grades: 6, 7, 8

Prerequisite: None

This middle school course introduces computer hardware and software and digital literacy concepts. English language arts and mathematics are reinforced.

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

Grades: 6, 7, 8

Prerequisite: Keyboarding and Basic Word Processing recommended

This highly interactive and collaborative introductory computer science course engages students in problem solving processes and animation and games. Students will:

- practice using problem solving processes to address a series of puzzles, challenges, and real-world

scenarios,

- learn how computers input, output, store, and process information to help humans solve problems, and
- program animations, interactive art, and games, using the same programming concepts and the design process computer scientists use daily.

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

**Grades:** 6, 7, 8

**Prerequisite:** Keyboarding and Basic Word Processing Recommended

Students will explore the broader social impacts of computing and learn how to create basic web pages. Through a series of design challenges, students will have the opportunity to identify a need that they care about, prototype solutions, and test solutions with real users to get feedback and drive further iteration. In

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

**Grades:** 6, 7, 8

**Prerequisite:** Keyboarding and Basic Word Processing Recommended

This course is about the importance of data in solving problems and highlights how computers can help in this process. Students will also 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. They will develop programs that utilize the same hardware inputs and outputs used in smart devices, looking at how a simple rough prototype can lead to a finished product.

## **Career Development Education**

### **EXPLORING CAREER DECISIONS**

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

Schools may select from the following course modules:

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

**Grades:** 6, 7, 8

**Prerequisite:** None

This course explores personal characteristics and careers

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

**Grades:** 7, 8

**Prerequisite:** Exploring Personal Characteristics and Careers

This course explores careers and employment

## **Family and Consumer Sciences Education**

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

**Grade:** 6, 7, 8

**Prerequisite:** None

This course will allow students to understand the value of effective communication skills, characteristics of self-awareness, strategies for self-management, how to make responsible decisions, social awareness, and interpersonal relationships.

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

**Grade:** 6, 7, 8

**Prerequisite:** None

Students will understand the factors that influence nutrition and wellness and the impact of choices on wellness and understand how to safely use kitchen tools and follow recipes to plan and prepare a meal. Teamwork, English Language Arts, and mathematics are reinforced.

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

**Grade:** 6, 7, 8

**Prerequisite:** None

Students will explore factors that influence clothing choices and the basic elements of clothing design construction techniques, interior design, sustainability, and how to design and manage a living space. Teamwork, English Language Arts, and mathematics are reinforced.

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

**Grade:** 6, 7, 8

**Prerequisite:** None

Students will explore personal financial literacy and resource management, foodservice, hospitality, and culinary arts, and food safety and sanitation. Teamwork, English Language Arts, and mathematics are reinforced.

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

**Grade:** 6, 7, 8

**Prerequisite:** None

Students will explore communication skills, the ages, stages and milestones of infants, toddlers and school-age children, and how to effectively and safely care for infants, toddlers and school age children.

## **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.

**Trade, Technology, Engineering, and Industrial Education**

**TECHNOLOGICAL DESIGN AND INNOVATION**

These middle school courses focus on applying the design process in the invention or innovation of a new product, process, or system. Though engaging activities and hands-on projects, students focus on understanding how criteria, constraints, and processes affect designs. Emphasis is placed on brainstorming, visualizing, modeling, testing, and refining designs. Students develop skills in researching information, communicating design information, and reporting results. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course are mentorship, school-based enterprise, service learning, job shadowing. TSA (Technology Student Association) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Schools may select from the following course modules:

**Exploring Technology (9-week course TY002Y0)**

**Exploring Engineering and Design (9-week course TY012Y0)**

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

**Invention and Innovation (9-week course TY032Y0)**

**Design and Creativity (9-week course TY042Y0)**

**Technology and Society (9-week course TY052Y0)**

**Grades:** 6, 7, 8

**Prerequisite:** None

**TECHNOLOGICAL SYSTEMS**

These middle school courses focus on students' understanding how technological systems work together to solve problems and capture opportunities. As technology becomes more integrated and systems become dependent upon each other, this course gives students a general background on the different types of systems, with specific concentration on the connections between these systems. Art, English Language Arts, Mathematics, and Science are reinforced. Work-based learning strategies appropriate for this course are mentorship, school-based enterprise, service learning, job shadowing. TSA (Technology Student Association) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Schools may select from the following course modules:

**Exploring Technological Systems (9-week course TY102Y0)**

**Technological Issues and Impacts (9-week course TY122Y0)**

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

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

**Grades:** 6, 7, 8

**Prerequisite:** None

## Section IV: Planning for Your Future

### Looking Ahead to the High School Program

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

#### Planning for High School

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

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

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

#### Exploring Careers

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

## Scheduling High School Courses for Middle School Students

As outlined in SBE Policy GCS-M-001, students have the opportunity to earn high school credit while in middle school. WCPSS has determined that the following courses will be available to middle school students beginning the 2020-21 school year.

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

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

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

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

# 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 (6<sup>th</sup> 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 1 yearlong NCVPS Course during the school year.
- Any course that requires an End-of-Course test or a North Carolina Final Exam is approved at principal's discretion.

### Enrollment:

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

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

- Assume the responsibility of testing administration for EOCs and/or Final Exams.
- Ensure that students have been entered into PowerSchool at the beginning of the course in which they have been enrolled so that any standardized final assessment(s) can be administered as required for state and federal accountability.

- Must drop any student who is not meeting the requirements of the course prior to the 10 Day Drop Date.
- On a daily basis, log into NCVPS and view student's coursework to ensure that students are on task and completing assignments. On a biweekly basis, retrieve progress reports and address any concerns of the NCVPS Teacher with the student and parent.
- Meet with students who may be struggling and assist them with support to help ensure their success.

#### **Grading:**

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

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

#### **Textbooks:**

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

**Any deviation from the above requirements must receive prior approval by the district office. Contact 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.                                |
| 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.  |
| NC Final Exams               | Varies      | See Testing Calendars | For courses carrying high school credit that do not have an End of Course Test or CTE Post-assessment, the NC Final Exam assesses mastery of content knowledge for the course. |

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

## Section VI: Course Codes

| Sixth Grade                 |             |
|-----------------------------|-------------|
| Course Name                 | Course Code |
| Language Arts 6             | 10562Y0     |
| Math 6                      | 20062Y0     |
| Math 6 Plus                 | 20092Y06    |
| Compacted 6 Plus/7 Plus     | 20092Y0COM  |
| Science 6                   | 30062Y0     |
| Social Studies 6            | 40062Y0     |
| Healthful Living 6          | 60462Y0     |
| Seventh Grade               |             |
| Course Name                 | Course Code |
| Language Arts 7             | 10572Y0     |
| Math 7                      | 20072Y0     |
| Math 7 Plus                 | 20122Y07    |
| NC Math 1 (MS/HS Credit)    | 21092Y0     |
| Science 7                   | 30072Y0     |
| Social Studies 7            | 40072Y0     |
| Healthful Living 7          | 60472Y0     |
| Eighth Grade                |             |
| Course Name                 | Course Code |
| Language Arts 8             | 10582Y0     |
| Math 8                      | 20082Y0     |
| NC Math 1 (MS/HS Credit)    | 21092Y0     |
| NC Math 2 (MS/HS Credit)    | 22092Y0     |
| NC Math 3 (MS/HS Credit)    | 23092Y0     |
| Science 8                   | 30082Y0     |
| Social Studies 8            | 40082Y0     |
| Healthful Living 8          | 60482Y0     |
| Electives                   |             |
| Language Arts Electives     |             |
| Course Name                 | Course Code |
| Reading Acceleration & Sup. | 10262Y0B    |
| Public Speaking & Debate    | 10182Y0B    |
| Newspaper                   | 10312Y0A    |
| Yearbook                    | 10312Y0H    |
| Mathematics Electives       |             |
| Course Name                 | Course Code |
| Math Acceleration & Support | 28002Y0A    |

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



## Explanation of Course Code Digits for Middle Schools

Example: 10562Y0

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

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

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

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

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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.

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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