MIDDLE SCHOOL

PROGRAM PLANNING GUIDE

2009-2010

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

Wake County Public School System Middle Schools

APEX	EAST WAKE	NORTH GARNER
CARNAGE	FUQUAY-VARINA	REEDY CREEK
CARROLL	HERITAGE	RIVER OAKS
CENTENNIAL	HOLLY RIDGE	SALEM
DANIELS	LEESVILLE ROAD	WAKE FOREST-ROLESVILLE
DAVIS DRIVE	LIGON	WAKEFIELD
DILLARD DRIVE	LONGVIEW	WENDELL
DURANT ROAD	LUFKIN	WEST CARY
EAST CARY	MARTIN	WEST LAKE
EAST GARNER	MOUNT VERNON SCHOOL	WEST MILLBROOK
EAST MILLBROOK	MOORE SQUARE MUSEUMS	ZEBULON

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SECTION I

GENERAL INFORMATION

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.

Middle schools are organized into interdisciplinary teacher teams in which two to five teachers assume joint responsibility for the instructional program of a given group of students. This organization offers advantages for students, teachers, and parents. For example, while the population of a middle school may be 1200 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 and teachers will work with students using the basic competencies that represent the knowledge, skills, and abilities students need to cope effectively with daily life, to make the transition to the next level of education and to develop an educational plan which will ensure academic development in the 21st century.

GRADING SYSTEM

LETTER GRADES

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

A	93-100
B	85-92
C	77-84
D	70-76
F	less than 70
FF	failed for violation of attendance policy

Performance on the End-of-Course Algebra I and Geometry test counts as twenty-five percent (25%) of the final grade for students enrolled in those courses.

REPORT CARDS

Grading periods end mid-October, mid-January, late March, and early June, except for West Lake, Lufkin, Heritage and Durant Road North Garner, East Cary, East Wake, and Salem Year-Round Middle Schools, and Moore Square Museums Magnet and Centennial Campus Magnet, the two modified calendar middle schools. Report cards are issued within a week of these dates. 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

North Carolina State Board of Education policy (NCAC6D.0304) requires that students demonstrate proficiency on North Carolina End-of-Grade and Writing Assessment tests in order to be considered for promotion to grade nine. In addition, Wake County Public School System (WCPSS) policy (5530) requires grade-level proficiency in reading and mathematics in grades six and seven. 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.

Students who fail to achieve the required promotion standards may be: referred for participation in academic assistance programs, re-tested on EOG tests, and/or given a comprehensive review of academic performance prior to the final promotion/retention decision.

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

STUDENTS WITH SPECIAL NEEDS

ACADEMICALLY GIFTED (AG)

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

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

SPECIAL EDUCATION SERVICES

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

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

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

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

SPECIAL EDUCATION COURSE CODES

General Curriculum
Standard Course of Study

Social Skills Training	9561BA
Independent Study	0001BC
Curriculum Assistance 6	0001BG
Curriculum Assistance 6	0001BA
Curriculum Assistance 7	0001BE
Curriculum Assistance 7	0001BD
Curriculum Assistance 8	0001BF
Curriculum Assistance 8	0001BB
Math 6	2001BF
Math 7	2001BA
Math 8	2001BB
Writing 6	1010BO
Writing 7	1010BM
Writing 8	1010BD
Reading Decoding 6	1001BB
Reading Decoding 7	1001BC
Reading Decoding 8	1001BA
Literacy Connections/Writing	1010BQ
Literacy Essentials/Writing	1010BR
Math Essentials	2001BG
Social Skills Essentials	4001BD
Social Competencies	4001BE
Essentials of Social Sciences and Technology	3001BD

SPECIAL EDUCATION COURSE OFFERINGS

Adapted Curriculum
Extension of Standard Course of Study

Language Arts 6 Adapted	1010AC
Language Arts 7 Adapted	1010AA
Language Arts 8 Adapted	1010AD
Math 6 Adapted	2001AC
Math 7 Adapted	2001AD
Math 8 Adapted	2001AA
Science 6 Adapted	3001AC
Science 7 Adapted	3001AB
Science 8 Adapted	3001AA
Social Studies 6 Adapted	4001AD
Social Studies 7 Adapted	4001AC
Social Studies 8 Adapted	4001AB
World Awareness Adapted	4001AA
Socialization Leisure Skills Adapted	9561AA
Adaptive Computer Adapted	9561AC
Prevocational Skills Adapted	9561AE
Employment Adjustment Adapted	9561AB
Skills In Independent Living Adapted	9561AD
Physical Education Adapted	9001AA
Functional Academics Adapted	0124AA

SPECIAL EDUCATION COURSE OPTIONS

Literacy Connections/Writing (1010BQ): Literacy Connections is a class for students who are reading approximately at 2nd to beginning 4th grade level. These classes are designed to explicitly and systematically teach Strategies to remediate deficit areas in vocabulary, comprehension, and writing. Scaffolded instruction will enable students to access standard course of study at their instructional level.

Literacy Essentials/Writing (1010 BR): Literacy Essentials is a class intended for a very small group of specific students who read at an extremely low level (pre-primer to beginning 2nd grade) and are unable to benefit from a Literacy Connections or ICR class. This class is designed to explicitly and systematically teach basic comprehension skills as well as basic writing skills. It is designed to build and remediate the students' emerging skills, and for students who need extensive functional/essential/basic skills development.

Decoding (6th 1001 BB, 7th-1001 BC, 8th-1001 BA): This is a class for students who exhibit specific decoding deficits as evidenced by assessment and IEP goals. This course will explicitly and systematically teach skills ranging from phonemic awareness to morphological units. Classes will include instruction in alphabetic principle, specific phonic patterns, high frequency words, and an appreciation of morphemes. Fluency, vocabulary, and comprehension will be integrated into lessons. Pre-testing and ongoing assessment of students will determine placement and mastery.

Math Essentials (2001 BG): This course is for students who have only emerging skills in counting and basic operations. Course content will concentrate on explicitly and systematically developing student counting and basic problem solving using basic operations. SCOS accessed will below grade level. This is likely to be no more than 2 - 4% of special needs students.

Math Resource (6th 2001BF, 7th-2001 BA, 8th-2001BB): This course is for students who need explicit and systematic instruction and concrete support to access grade level SCOS skills. Remedial needs are also addressed through explicit and systematic development of base ten number sense, fraction development, and problem solving using emergent number sense. (Ideally: one grade level per class. Strongly recommended: no more than 2 grade levels per class.)

Curriculum Assistance (6th 0001 BG, 0001 BA, 7th-0001 BE, 0001 BD, 8th-0001 BF, 0001 BB): Curriculum Assistance is a class designed to provide support 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; tutorial assistance; remedial assistance and study skills instruction. The student is taught to prioritize, organize, take notes, take tests, proofread, follow directions, and use reference materials.

Social Skills Essentials (4001 BD): For those students who need more foundational instruction and who are more concrete learners. Instruction should include but not be limited to personal emotional knowledge, interpersonal relationships, conversational skills, and coping strategies.

Social Competencies (4001 BE): For those students who need to build on good foundational skills and who are more abstract learners and need to generalize skills across settings. Instruction should include but not be limited to social interpretation and understanding, interpersonal relationships, conversational skills, and coping strategies.

Essentials of Social Sciences and Technology (3001BD): This class is designed for students who read approximately on the pre-primer to beginning 2nd grade level and are unable to participate successfully in the standard course of study for science, social studies, and/or technology courses.

BEHAVIOR SUPPORT

Behavior Support: Behavior support is designed for students with significant behavioral issues. The Behavior Support Team (BST) provides assistance and monitoring to these students throughout the day in order to ensure that they are able to access the Standard Course of Study in the Least Restrictive Environment (LRE). This daily support may include Goal Setting, Social Competencies Training, Behavior Contract Management, Crisis Intervention, Safe Haven/Respite, Escort, Stabilization, Reintegration and general case management. Through collaboration with subject area teachers, administrators, parents, and other involved persons/agencies the BST seeks to build capacity for student self-management.

SERVICE DELIVERY OPTIONS

In-Class Resource/Co-teaching (ICR): ICR provides support to students who need the opportunity to receive grade level instruction. The special education teacher and the general education teacher plan together and co-teach to incorporate multi sensory strategies into instruction and ensure that modifications and accommodations outlined in the IEP allow students who are below grade level to benefit from the class. The students in ICR classes who require direct instruction on skills may receive additional support (i.e., decoding class, and/or CA). Students who only need organizational skills are best served through appropriate accommodations or CA.

Flex ICR: Flex scheduling changes the dynamics of the special education teacher's role in the co-teaching classroom. In this service delivery model, the special educator is in the regular classroom fewer than 4-5 times a week OR for only part of a class period every day. The special education teacher may only be able to teach a strategy or mini lesson or work in small groups or with individuals. Because this is not a true "co-teaching" model, the special and general educator will need to collaborate regularly in order to problem solve and communicate effectively with parents regarding academic and/or behavioral needs. In order to insure that IEP goals are being met in the ICR Flex model, a communication tool will need to be designed.

ENGLISH AS A SECOND LANGUAGE PROGRAM

Students whose native language is not American Standard English and who qualify may enroll in the **optional** English as a Second Language (ESL) program. The focus of the ESL classroom is to help students obtain English proficiency in order that the students may participate fully and successfully in all academic areas. In addition to the regular ESL class, students may be assigned to a guided study course. ESL is not offered at all school sites, but is available to all qualifying students. Transportation is provided.

ESL I (year-long course)

This course is recommended for students who score Novice Low on the reading section of the IPT. The focus of this course is to help students acquire conversational English, beginning content area oral language, and basic reading and writing skills as defined by the goals and objectives set forth in the North Carolina English Language Development Standard Course of Study (ELD).

ESL II (year-long course)

This course is recommended for students who score Novice High to Intermediate Low on the reading section of the IPT. This course focuses on developing academic vocabulary, reading, and writing while reinforcing skills learned in ESL I as defined by the goals and objectives set forth in the ELD.

ESL III (year-long course)

This course is recommended for students who score Intermediate Low to Intermediate High on the reading section of the IPT. This course continues to develop and utilize academic vocabulary. The primary focus is on reading comprehension and writing goals and objectives as set forth in the ELD.

ESL IV (semester course)

This course is recommended for students who score Intermediate High to Advance on the reading section of the IPT. This course will focus on finer details of the English language. Students will refine skills learned as they prepare to exit the ESL program. This course may not be available at all schools.

GUIDED STUDY (semester course)

This course is designed to support students in all subject areas. ESL teachers utilize instructional time to help students understand core topics, academic vocabulary, and assigned homework so that students can fully participate in all academic areas.

SHELTERED INSTRUCTION (year-long course)

Sheltered Instruction can be offered in any core subject. The goal of sheltered instruction is to teach the North Carolina Standard Course of Study of a core subject in a manner that makes the academic information more comprehensible for the English language learner. This course should be taught by a core subject teacher, an ESL teacher certified in the core subject, or by a team consisting of the ESL teacher and the core subject teacher. This course is not available in all schools.

• Please note that the proficiency level of the students in each course is a recommendation. The levels may be adjusted to meet the needs of your student population, staffing, and schedule.

SECTION II

CORE PROGRAM DESCRIPTIONS

SIXTH GRADE

SEVENTH GRADE

EIGHTH GRADE

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.

The State of North Carolina legislated that beginning with the graduating class of 2001, students will be required to pass a computer competency test to receive a high school diploma. The first opportunity for students to take the test will be in grade eight.

LANGUAGE ARTS

Following the *North Carolina Standard Course of Study for English Language Arts,* the emphasis in WCPSS Sixth Grade Language Arts Curriculum is on personal expression. Drawing on personal and related experiences, students explore and express individual perspectives through oral language, written language, and other media/technology. In addition, students develop their use of language for informational, argumentative, critical, literary, and language usage purposes.

Students read a wide range of texts to interpret and evaluate, as well as to develop an appreciation for literature. Sixth graders develop comprehension strategies, vocabulary, an understanding of language structure and grammar rules, as well as high order thinking skills through their encounters with print and non-print text. Reading and writing instruction is linked, and students write for a variety of audiences and purposes. Students use effective sentence construction and develop editing skills to improve sentence formation, usage, mechanics, and spelling. Writing samples are compiled in a writing folder and include evaluation and problem-solution essays, fiction, autobiographical accounts, poetry, letters, and responses to literature. Rubrics are used to guide and evaluate writing products.

In addition to short stories, poems, drama, and nonfiction selections, six grade students should read several longer works. Some suggested titles can be found on the revised Wake County Book List 200-2009.

Students are also encouraged to choose titles for independent reading from the Starting Points Reference Guide. The Starting Points Reference Guide contains a wide variety of young adult literature from various genres and includes works from our Battle of the Books program.

MATHEMATICS

Mathematics offerings in the sixth grade are Sixth Grade Math and Advanced Sixth Grade Math/Algebraic Thinking I. The K-8 mathematics program is based on the study of five “strands.”

- *Number and Operations*
- *Measurement*
- *Geometry*
- *Data Analysis and Probability*
- *Algebra*

Moving forward without mastery of these strands leaves gaps in the student’s background that can cause difficulties in future mathematics courses.

SIXTH GRADE MATH

To be recommended for this course, the student should have mastered most of the elementary mathematics curriculum. This course will provide a good transition from the elementary mathematics program to the middle school mathematics program. The major concepts include: negative rational numbers, percent, transformations in the coordinate plane, probability, equations and inequalities, and multiplication and division of non-negative rational numbers. The students will create and solve relevant and authentic problems using appropriate technology.

ADVANCED SIXTH GRADE MATH/ALGEBRAIC THINKING I

To be recommended for this course, the student must have mastered all mathematics strands in K-5. These students need to demonstrate a desire and ability to accelerate in mathematics. Emphasis will be placed on problem solving skills and applications of the topics listed in Sixth Grade Math in addition to extensions and enrichment activities with these topics.

The following mathematics sequences are available for sixth grade students.

<table>
<tr><th>Grade</th><th colspan="3">Course Options</th><th rowspan="6">Students can be accelerated beyond the middle school curriculum as appropriate</th></tr>
<tr><td rowspan="2">6</td><td colspan="2">6th Grade Math</td><td>Adv 6th Math</td></tr>
<tr><td colspan="3">Algebraic Thinking I</td></tr>
<tr><td rowspan="2">7</td><td>7th Grade Math</td><td colspan="2" rowspan="2">Pre-Algebra
(7th and 8th Grade Math in one year)</td></tr>
<tr><td>Algebraic Thinking II</td></tr>
<tr><td rowspan="2">8</td><td>8th Grade Math</td><td>8th Grade Math Plus</td><td rowspan="2">Algebra I</td></tr>
<tr><td colspan="2">Algebraic Thinking III</td></tr>
</table>

Notes Regarding High School:

- Most high schools operate on a Block Schedule. Therefore, as long as a student completes the middle school curriculum, there is sufficient time to take all high school courses necessary to fulfill the university requirements for graduation during the four years of high school.
- North Carolina's *Future Ready Core* requires four mathematics courses to be taken for high school graduation.
- High school Mathematics courses taken and successfully completed in middle school will count as credit toward high school graduation. However, the grade will not contribute to the student's GPA.

SCIENCE

Science instruction at the sixth grade level is built on the concepts and skills acquired in elementary school. Learners will study North Carolina's integrated science curriculum that focuses on the National Science Education Standards: Systems, Order, and Organization; Evidence, Models, and Explanation; Constancy, Change, and Measurement; Evolution and Equilibrium; and Form and Function. Units covered include:

- Scientific Inquiry
- Technological Design
- Lithosphere
- Cycling of Matter
- Earth and the Solar System
- Energy Transfer/Transformation
- Population Dynamics

Through these units of in-depth study, students will begin to master science inquiry and technological design skills. Learners will approach science as hands-on learning by designing and conducting investigations, utilizing technologies and information systems, and using models and simulations to demonstrate an understanding of knowledge. Relevant topics will be covered including North Carolina examples, real life situations, and economical and ethical issues. This integrated study will incorporate the following strands: The Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. The goal of this program is to provide a rigorous science background to all learners.

SOCIAL STUDIES

The focus for sixth grade is on the continued development of knowledge and skills acquired in the fourth and fifth grade studies of North Carolina and the United States by considering, comparing, and connecting those studies to the study of South America and Europe, including Russia. As students examine social, economic, and political institutions they analyze similarities and differences among societies. While concepts are drawn from history and

the social sciences, the primary discipline is geography, especially cultural geography. This focus provides students with a framework for studying local, regional, national, and global issues that concern them, for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens.

HEALTHFUL LIVING

Healthful Living is required for all 6th grade students and includes health education and physical education. These two courses compliment 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 ply, 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. Beginning with the graduating class of 2001, students will be required to pass a state-mandated computer competency test to receive a high school diploma. The test is first given in the eighth grade. Required competencies are addressed through the core curriculum.

LANGUAGE ARTS

Following the *North Carolina Standard Course of Study for English Language Arts,* the emphasis in Wake County's Seventh Grade Language Arts Curriculum is on argumentative expression. Drawing on situations and varied texts, including public documents, students refine their understanding and use of argument through oral language, written language, and other media/technology. In addition, students further develop their use of language for expressive, informational, critical, literary, and language usage purposes.

Students read a wide range of texts to interpret and evaluate, and to further develop an appreciation for literature. Seventh graders increase comprehension strategies, vocabulary, an understanding of language structure and grammar rules, as well as high order thinking skills through their encounters with print and non-print text. Reading and writing instruction is linked, and students write for a variety of audiences and purposes. Students use effective sentence construction and further develop editing skills to improve sentence formation, usage, mechanics, and spelling. Writing samples are compiled in a writing folder and include evaluation and problem-solution essays, narratives, informational products, poetry, and analytical responses to literature, in practicing for the North Carolina Writing Assessment System. Rubrics are used to guide and evaluate writing products.

In addition to short stories, poems, drama, and nonfiction selections, seventh grade students should read several longer works. Some suggested titles can be found on the revised Wake County Book List 2009-2010.

Students are also encouraged to choose titles for independent reading from the Starting Points Reference Guide. The Starting Points Reference Guide contains a wide variety of young adult literature from various genres and includes works from our Battle of the Books program.

MATHEMATICS

Mathematics offerings in seventh grade include Seventh Grade Math/Algebraic Thinking II and Pre-Algebra. The K-8 mathematics program is based on the study of five "strands."

- *Number and Operations*
- *Measurement*
- *Geometry*
- *Data Analysis and Probability*
- *Algebra*

Moving forward without mastery of the strands leaves gaps in the student's background that can cause difficulties in future mathematics courses.

SEVENTH GRADE MATH/ALGEBRAIC THINKING II

To be recommended for this course, the student must have mastered most of the sixth grade curriculum. Students continue an expanded study of the five strands introduced in K-6 and apply them in problem-solving situations. Major concepts include: computation with rational numbers, ratio and proportion, factors and multiples, volume and surface area, measures of central tendency, box plots and histograms. The students will create and solve relevant and authentic problems using appropriate technology.

PRE-ALGEBRA

To be recommended for this course, the student must have mastered all mathematics strands in K-6 and demonstrate a desire and ability to accelerate in mathematics. **This course concentrates the study of seventh**

and eighth grade mathematics into one year. Students develop an understanding of the principles and concepts of elementary algebra, informal geometry, and probability. Students use patterns to investigate relationships, solve problems, and informally describe algebraic methods. They investigate linear and non-linear equations and inequalities through use of models.

The following mathematics sequences are available for seventh grade students.

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Notes Regarding High School:

- Most high schools operate on a Block Schedule. Therefore, as long as a student completes the middle school curriculum, there is sufficient time to take all high school courses necessary to fulfill the university requirements for graduation during the four years of high school.
- North Carolina's *Future Ready Core* requires four mathematics courses to be taken for high school graduation.
- High school Mathematics courses taken and successfully completed in middle school will count as credit toward high school graduation. However, the grade will not contribute to the student's GPA.

SCIENCE

Science instruction at the seventh grade level is built on the concepts and skills acquired in elementary school and sixth grade. Learners will study North Carolina's integrated science curriculum that focuses on the National Science Education Standards: Systems, Order, and Organization; Evidence, Models, and Explanation; Constancy, Change, and Measurement; Evolution and Equilibrium; and Form and Function. Units covered include:

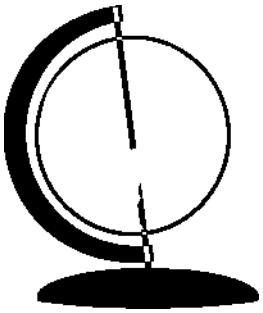
- Scientific Inquiry
- Technological Design
- Atmosphere
- Human Body Systems
- Genetics and Heredity
- Motion and Forces

Through these units of in-depth study, students will begin to master science inquiry and technological design skills. Learners will approach science as hands-on learning by designing and conducting investigations, utilizing technologies and information systems, and using models and simulations to demonstrate an understanding of knowledge. Relevant topics will be covered including North Carolina examples, real life situations, and economical and ethical issues. This integrated study will incorporate the following strands: The Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. The goal of this program is to provide a rigorous science background to all learners.

SOCIAL STUDIES

The focus for seventh grade is on the continued development of knowledge and skills acquired in the fourth, fifth, and sixth grade studies of North Carolina, the United States, and Europe and South America by considering, comparing, and connecting those studies to the study of Africa, Asia, and Australia. As students examine social, economic, and political institutions they analyze similarities and differences among societies. While concepts are drawn from history and the social sciences, the primary discipline is geography, especially cultural geography. This focus provides students with a framework for studying local, regional, national, and global issues that concern them,

for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens.



HEALTHFUL LIVING

Healthful Living is required for all 7th grade students and includes health education and physical education. These two courses compliment 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. Beginning with the graduating class of 2001, students will be required to pass a state-mandated computer competency test to receive a high school diploma. The test is first given in the eighth grade.

Courses in the core program are year-long. Elective courses may be offered in nine-week, semester, and/or year-long formats.

LANGUAGE ARTS

Following the *North Carolina Standard Course of Study for English Language Arts,* the emphasis in Wake County's Eighth Grade Language Arts Curriculum is on informational expression. Drawing from a variety of sources, students analyze and evaluate informational materials through oral language, written language, and other media/technology. As a culminating grade eight project, students plan and publish a research product and presentation. In addition, students refine their use of language for expressive, argumentative, critical, literary, and language usage purposes.

Students read a wide range of texts to interpret and evaluate, and to further develop an appreciation for literature. Eighth graders further increase comprehension strategies, vocabulary, an understanding of language structure and grammar rules, as well as high order thinking skills through their encounters with print and non-print text. Reading and writing instruction is linked, and students write for a variety of audiences and purposes. Students use effective sentence construction and refine editing skills to improve sentence formation, usage, mechanics, and spelling. Writing samples are compiled in a writing folder and include evaluations of public documents, problem-solution essays, persuasive arguments, learning log entries, poetry, business letters, research products, and analysis and evaluation of literary works. Rubrics are used to guide and evaluate writing products.

In addition to short stories, poems, drama, and nonfiction selections, eighth grade students should read a minimum of three longer works. Some suggested titles can be found on the revised Wake County Book List 2009-2010.

Students are also encouraged to choose titles for independent reading from the Starting Points Reference Guide. The Starting Points Reference Guide contains a wide variety of young adult literature from various genres and includes works from our Battle of the Books program.

MATHEMATICS

Mathematics offerings in the eighth grade are Eighth Grade Math, Eighth Grade Math Plus/Algebraic Thinking III and Algebra I. The K-8 mathematics program is based on the study of five "strands."

- *Number and Operations*
- *Measurement*
- *Geometry*
- *Data Analysis and Probability*
- *Algebra*

Moving forward without mastery of these strands leaves gaps in the student's background that can cause difficulties in future mathematics courses.

EIGHTH GRADE MATH

To be recommended for this course, the student must have mastered most of the mathematics strands of the seventh grade curriculum. Students continue an expanded study of the five strands introduced in K-7 and apply them in problem-solving situations. Topics include: real numbers, linear functions, Pythagorean Theorem, indirect measurement, scatter plots, slope, equations and inequalities. The students will create and solve relevant and authentic problems using appropriate technology.

EIGHTH GRADE MATH PLUS/ALGEBRAIC THINKING III

To be recommended for this course the student must have mastered all mathematics strands K-7. The student demonstrates a desire and ability to accelerate in mathematics, but still requires instruction in the eighth grade curriculum. The curriculum will emphasize applications in skills, problem solving, extension and enrichment activities, and appropriate use of technology.

ALGEBRA I

To be recommended for this course the student must have mastered all mathematics strands K-8 by successfully completing Pre-Algebra. The student must demonstrate exceptional facility in mathematics, and show a strong desire to continue its study. The Algebra I curriculum is rigorous. Major concepts include operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and and an introduction to nonlinear functions. The students will create and solve relevant and authentic problems, using appropriate technology. The students in this course are required to use abstract reasoning and to demonstrate proficiency with the graphing calculator. For each session of classroom instruction the student is expected to spend at least one hour outside of class on assignments, review, and preparation. The final exam is the North Carolina Algebra I End-Of-Course Test. This course fulfills a requirement for graduation in North Carolina. Successful completion of Algebra I in middle school will result in a high school math credit.

<table>
<tr><th>Grade</th><th colspan="3">Course Options</th><th>Students can be accelerated beyond the middle school curriculum as appropriate</th></tr>
<tr><td rowspan="2">8</td><td>8th Grade Math</td><td>8th Grade Math Plus</td><td rowspan="2">Algebra I</td><td rowspan="2"></td></tr>
<tr><td colspan="2">Algebraic Thinking III</td></tr>
</table>

Notes Regarding High School:

- Most high schools operate on a Block Schedule. Therefore, as long as a student completes the middle school curriculum, there is sufficient time to take all high school courses necessary to fulfill the university requirements for graduation during the four years of high school.
- North Carolina's *Future Ready Core* requires four mathematics courses to be taken for high school graduation.
- High school Mathematics courses taken and successfully completed in middle school will count as credit toward high school graduation. However, the grade will not contribute to the student's GPA.

SCIENCE

Science instruction at the eighth grade level is built on the concepts and skills acquired in elementary school through seventh grade. Learners will study North Carolina's integrated science curriculum that focuses on the National Science Education Standards: Systems, Order, and Organization; Evidence, Models, and Explanation; Constancy, Change, and Measurement; Evolution and Equilibrium; and Form and Function. Units covered include:

- Scientific Inquiry
- Technological Design
- Hydrosphere
- Chemistry
- Evolution Theory
- Cellular Biology

Through these units of in-depth study, students will begin to master science inquiry and technological design skills. Learners will approach science as hands-on learning by designing and conducting investigations, utilizing technologies and information systems, and using models and simulations to demonstrate an understanding of

knowledge. Relevant topics will be covered including North Carolina examples, real life situations, and economical and ethical issues. This integrated study will incorporate the following strands: The Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. The goal of this program is to provide a rigorous science background to all learners.

SOCIAL STUDIES

Eighth grade students examine the roles of people, events, and issues in North Carolina history that have contributed to the unique character of the state today. Building on the fourth grade introduction, the time frame for this course emphasizes revolutionary to contemporary times. The organization is primarily chronological and makes reference to the key national phenomena that impacted North Carolina throughout these periods. This course also stresses the significance of geography, civics, and economics and the impact of these concepts on the state and its citizens.

HEALTHFUL LIVING

Healthful Living is required for all 8th grade students and includes health education and physical education. These two courses compliment 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.

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

SECTION III

ELECTIVES

LANGUAGE ARTS ELECTIVES

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

READING ENRICHMENT AND EXTENSION

Available for grades 6, 7, and 8, this course is designed for grade level or above readers. Students will have the opportunity to read from all genres to further increase their reading comprehension, vocabulary, and high order thinking skills. There will be opportunities for students to self-select reading materials, both fiction and nonfiction; set individual reading goals; engage in author and genre studies; and read collaboratively in literature circles, reader's theater, or Paideia seminar formats.

READING ACCELERATION AND SUPPORT:

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

PUBLIC SPEAKING AND DEBATE

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.

NEWS PAPER

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

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.

SHORT STORIES

Students will read contemporary and classical short stories and study writing styles, plot development, characterization, and other elements of short fiction. To apply their knowledge and skills, students will have opportunities to write short stories for a variety of audiences. Emphasis on process writing and critical reading are the instructional foundations for this course.

MATHEMATICS ELECTIVES

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

MATH COUNTS

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

MATH ACCELERATION AND SUPPORT

This course is designed for sixth grade 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.

SCIENCE ELECTIVES

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

ANIMAL SCIENCE

Available for grades 7 - 8 only

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

KITCHEN CHEMISTRY

Available for grades 7 - 8 only

Students apply basic principles of chemistry to observe and understand acid-base reactions, suspensions, solutions, and properties of matter. Many common household chemicals are used to study chemical and physical reactions. Students may also produce several household products.

OLYMPICS OF SCIENCE AND MATH

Available for grades 7 - 8 only

This course enables students to apply science and mathematics concepts and principles in innovative situations that enhance problem-solving skills. Independent and group projects are completed under the guidelines of the National Science Olympiad. Students may have the opportunity to compete in local, regional, state, and national Science Olympiads.

THE MARINE ECOSYSTEM

Available for grades 7 - 8 only

In this course, students will be introduced to the study of oceanography through the examination of the structure and function of marine life with special emphasis on organism interactions and specific ecosystems such as coral reefs, estuaries, and lagoons. Students study the structure and function of marine life, compare and contrast organisms, and study ecosystems.

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.

SOCIAL STUDIES ELECTIVES

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

AFRICAN-AMERICAN HISTORY

Available for grades 7 - 8 only

The history and culture of African-Americans are examined. Students will investigate the changing events, people, politics, and economics that have shaped African-American history.

AMERICAN HISTORY THEMES AND DREAMS

Available for grades 7 - 8 only

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

TAR HEEL JUNIOR HISTORIANS AT WORK

Available for grades 7 - 8 only

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

WE THE PEOPLE: PROJECT CITIZEN

Available for grades 7 - 8 only

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

SECOND LANGUAGE 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.

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

FRENCH A (year-long course)

This course builds on the basics of French as taught in the Beginning French course or in the elementary program. A more formal introduction of grammar is included, as well as continued emphasis on listening, speaking, reading, writing, and culture.

FRENCH B (year-long course)

Prerequisite: French A

This course enables students to strengthen and reinforce the skills acquired in the earlier levels by increased use of French and further refinement of grammatical structures. Students who perform successfully in this course may be able to move into French II at the high school level.

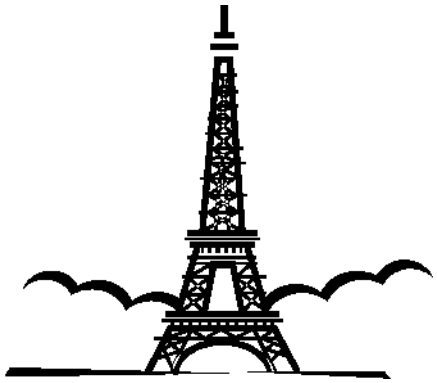
BEGINNING FRENCH

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

INTERMEDIATE FRENCH

Prerequisite: Beginning French

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



ADVANCED FRENCH (year-long course)

Prerequisite: Intermediate French

This course continues the study of the French language and culture, refining grammatical and vocabulary topics. Major topics include common irregular verbs, clothing and shopping vocabulary, negative expressions, emphatic pronouns, double verb constructions, the past tense, comparative and superlative forms, relative pronouns, reflexive verbs, and direct object pronouns. Students who complete this course successfully may take French II at the high school level.

SPANISH A (year-long course)

This course builds on the basics of Spanish as taught in the Beginning Spanish course or in the elementary program. A more formal introduction of grammar is included, as well as continued emphasis on listening, speaking, reading, writing, and culture.

SPANISH B (year-long course)

Prerequisite: Spanish A

This course enables students to strengthen and reinforce the skills acquired in the earlier levels by increased use of Spanish and further refinement of grammatical structures. Students who perform successfully in this course may be able to move into Spanish II at the high school level.

BEGINNING SPANISH

This course is an introduction to Spanish language and culture. Major topics include greetings, colors, numbers, classroom objects, the calendar, telling time, weather expressions, the house, transportation vocabulary, feelings, animals, foods, questions and interrogatives, the family, holidays, art, and clothing. Students who complete this course successfully should next take Intermediate Spanish or Spanish A.

INTERMEDIATE SPANISH

Prerequisite: Beginning Spanish

This course continues the study of the Spanish language and culture. Major topics include the present tense of verbs, direct object pronouns, the future tense, two-verb phrases, adverbs, present progressive tense, imperatives, reflexive verbs, shopping vocabulary, prepositions, foods and meals, and geography. Students who complete this course successfully should next take Advanced Spanish, or Spanish II at the high school level.

ADVANCED SPANISH (year-long course)

Prerequisite: Intermediate Spanish

This course continues the study of the Spanish language and culture, refining grammatical and vocabulary topics. Major topics include the preterit and imperfect tenses, relative pronouns, demonstrative adjectives, double object pronouns, sports vocabulary, travel vocabulary, hobbies and games, the car, medicine vocabulary, and object pronouns Students who complete this course successfully may take Spanish II at the high school level.

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.

ARTS EDUCATION ELECTIVES

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

Music

MUSIC EXPLORATORY

This course introduces students to the elements of music through singing, playing instruments, and moving. Students study basic theory concepts in order to read and perform a variety of musical styles from classical to contemporary spanning a number of cultures.

CHORUS

Available for grades 7 - 8 only

This course provides a variety of singing opportunities for students with limited formal choral experience. Vocal techniques and music reading are emphasized.

CONCERT CHORUS

Available for grades 7 - 8 only

Students sing three-part and/or four-part music in this performing choral music group. Students have the opportunity to sing solos and participate in small ensembles. Some after-school rehearsals and evening performances may be required.

FOLK MUSIC IN AMERICA

Available for grades 7 - 8 only

This course emphasizes the music of the various cultures that are a part of our rich American heritage. Through singing, dancing, listening, and creating, the student becomes familiar with the customs and unique characteristics of the various groups that make up our society.

BEGINNING BAND (year-long course)

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)

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)

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. A reasonable number of performances by this band is encouraged, and students should anticipate some after-school practices and evening performances.

BEGINNING STRINGS (year-long course)

First-year instruction in strings (violin, viola, cello) includes correct holding position, bow grip, selected major and minor scales, and rhythm studies. 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)

Technique and scale studies, introduced in Beginning Strings, are continued. Solo and orchestral literature is studied in these classes. Emphasis is on varied bowings, tuning, identifying and playing various dynamic markings, and learning basic musical terms. Students should anticipate some after-school practices and evening performances.

ADVANCED STRINGS (year-long course)

At this level students 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 should anticipate some after-school practices and evening performances.

Visual Arts

VISUAL ARTS EXPLORATORY

This course introduces students to the elements of art through painting, printmaking, pottery, and weaving. Application of these elements to the students' own original art work is the major emphasis.

DRAWING

Available for grades 7 - 8 only

Students are taught drawing techniques using various media. They work with line, value, and basic perspective.

PAINTING

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.

POTTERY/SCULPTURE

Available for grades 7 - 8 only

Students have the opportunity to use a wide variety of media such as paper, wood, clay, plaster, papier mâché, and/or fabric to create three-dimensional forms. Specific techniques for these media are taught. Functional and decorative clay pots are shaped and formed, using either the raku kiln or electric kiln firing method.

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.

VISUAL COMPOSITION
Available for grades 7 - 8 only

This course is an in-depth study of the elements and principles of art. Drawing (including simple perspective), painting, and cut paper are among the techniques used in completing pictures with oil, pastels, markers, paints, colored paper, and other media.

WEAVING/CRAFTS
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. Design and craftsmanship are emphasized.

Theatre Arts

INTRODUCTION TO THEATRE

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

DRAMATICS
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
Available for grades 7 – 8 only

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

Dance

INTRODUCTION TO DANCE

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

DANCE I
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.

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.

DANCE II

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.

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.

CAREER AND TECHNICAL EDUCATION ELECTIVES
Business and Information Technology Education

The middle school Business and Information Technology Education (BITE) program is the core of a continuum of sequenced BITE course for grades 6-12. The technology skill set of level one/introductory high school BITE courses is based upon content covered in the Keyboarding and Business Computer Technology courses. These two courses include competencies that are aligned with the NC Computer Skills Test. Keyboarding and Business Computer Technology must be offered for the equivalent of 18 weeks.

KEYBOARDING

18 weeks or
9 weeks (90 minutes)

Available to 6th, 7th, and 8th graders

This course offers general keyboarding instruction that is essential in our technological society. Students develop touch keying skills and learn proper use and care of hardware and software. General computer literacy includes terminology and computer usage. Word processing concepts are presented in a method that is transferable to all subject areas. Language Arts skills are reinforced as students format, compose, and proofread documents. Students are required to take a state-mandated secure CTE post-assessment at the end of this course.

Keyboarding is the first of two courses that helps prepare students for the NC Computer Skills test, a *requirement for high school graduation.* It is strongly suggested that sixth grade students enroll in this course.

Keyboarding is also a prerequisite for Business Computer Technology (6400CA), which is the second course designed to help students master the skills needed to pass the NC Computer Skills test.

BUSINESS COMPUTER TECHNOLOGY

18 weeks or
9 weeks (90 minutes)

Prerequisite: Keyboarding
Available to 7th and 8th graders only

This course is designed to build upon and enhance the Keyboarding course. It provides hands-on instruction in basic computer hardware concepts, computer ethics, and software applications. Emphasis is placed on reinforcing touch-keying skills while providing hands-on experiences for learning word processing, database, spreadsheet, desktop publishing, multimedia, and telecommunication applications. Language Arts skills and basic mathematical concepts are reinforced in this course. This course helps supplement skills students need to pass the NC Computer Skills test, which is a requirement for high school graduation. It is strongly recommended that students enroll in this course while in the 7th grade. Students are required to take a state-mandated secure CTE post-assessment at the end of this course.

EXPLORING BUSINESS TECHNOLOGIES:

18 weeks, 12 weeks or 9 weeks

Prerequisites: Keyboarding and Business Computer Technology
Available to 7th and 8th graders only

This course is designed to explore the nature of business in an international economy and to study related careers in fields such as financial services, office systems technology, information technology, marketing management, and entrepreneurship. Simulated activities, computers, and independent work habits will be used in the instructional approach. Core subject areas such as Language Arts and Math are integrated throughout the curriculum.

Family and Consumer Sciences

EXPLORING LIFE SKILLS I — 18 weeks
Available to 7th and 8th graders only — **9 weeks**

This course explores life skills essential for teens, now and in the future. Units include resource management, sewing skills, decision making skills, relationships, nutrition and wellness, child care, and career pathways.

EXPLORING LIFE SKILLS II — 18 weeks
Prerequisite: Exploring Life Skils I — **9 weeks**
Available to 7th and 8th graders only

The focus of this course is developing a foundation for the application of life management skills. Skills in applying basic academics, problem solving, decision making, and creative and critical thinking are reinforced. Students further explore resource management, sewing skills, relationships, nutrition and wellness, childcare, and career pathways.

Technology Education

EXPLORING TECHNOLOGY SYSTEMS — 18 weeks

Available to 7th and 8th graders only — **9 weeks**

This course introduces basic technological principles, processes, and skills such as safety, design and problem solving, team decision making, and information gathering. A systems model of communication, manufacturing, energy and transportation, and structures is presented. Students explore sketching, technical drawing, model rocket and bridge building, computer-assisted graphics, computer-aided design, and electronic devices. Core concepts in math, science, and language arts are integrated throughout the course. Students also research various careers related to each technology.

EXPLORING TECHNOLOGY SYSTEMS-MODULAR — 18 weeks
Available to 7th and 8th graders only — **9 weeks**

This course allows students to learn basic technological concepts through a computer-based lab. The stations or modules contain a computer and hands-on activities used to explore concepts of technology. Students research various topics such as audio/visual production, engineering and aerospace technologies, manufacturing systems, laser/fiber optics, technical drawings, environmental issues, and energy production. Students work with a partner to investigate the development of these technologies. Core concepts in math, science, and language arts are integrated throughout each module. Students also research various careers related to each technology.

Career Development

EXPLORING CAREER DECISIONS — 18 weeks
Available to 6th, 7th, and 8th graders — **9 weeks**

This course is designed to provide an orientation to the world of work. Experiences introduce students to the technical nature of today's world and the role of productive workers. Activities enable students to increase self-awareness and make wise educational and occupational decisions as they plan for careers. The formal career development planning process often begins within this course.

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.

SECTION IV

PLANNING YOUR FUTURE

LOOKING AHEAD TO THE HIGH SCHOOL PROGRAM

The Middle School Program builds the foundation for continued study in high school. Because planning an educational program is one of your most important responsibilities, there are two factors you must keep in mind. First, there is a list of high school course minimum requirements prescribed for all students. There is, however, flexibility in fulfilling many of these requirements. Second, you should keep career possibilities and continuing educational opportunities in mind and make course selections that reflect these long-range goals. The interest inventory taken in the eighth grade will help you focus on what you want to do.

The following pages of this guide provide information on the requirements for high school graduation, North Carolina Scholars recognition and University of North Carolina System admission requirements. Although you are not yet in high school, it is often 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 that outlines the entire high school program. You will also be guided by your eighth grade counselor in registering for ninth grade. Registration includes selecting your Course(s) of Study, choosing your ninth grade courses, and projecting your tenth, eleventh, and twelfth grade courses. http://www.wcpss.net/curriculum-instruction/docs_downloads/planning-guides/2009-10hs_planning_guide.pdf

The Future-Ready Core represents the minimum course requirements that the State mandates for graduation. The goal is for students during their high school career to have access to coursework that will add relevance, rigor, and opportunity for postsecondary experiences. Future-Ready Core requirements are effective with the Freshman Class of 2009-2010.
http://www.ncpublicschools.org/docs/curriculum/home/graduationrequirements.pdf

HIGH SCHOOL COURSES TAKEN AT THE MIDDLE SCHOOL

In May 2007, the State Board of Education passed a policy that allows middle school students in grades 6-8 to receive graduation credit for high school mathematics and second language courses taken while the students are in middle school. In accordance with State Board Policy HSP-M-001:

"Beginning in the 2007-08 school year, students who pass mathematics or foreign language courses during grade 6-8 that are described in the *North Carolina Standard Course of Study* for grades 9-12 must achieve level III or IV on an EOC, if available, to meet that high school graduation requirement. High school mathematics and foreign language courses taken in grades 6-8 which do not have an EOC shall use high school course codes and shall be aligned to the *North Carolina Standard Course of Study* for grades 9-12. The courses will count toward graduation requirements, but the students' GPA will be computed with courses taken only during the high school years.

Students are strongly encouraged to complete at least one unit of mathematics credit in their final year of high school."

For example, if a student in the eighth grade successfully completes the highest level of Spanish offered at his/her middle school, this student will be able to take Spanish II during his or her ninth grade year. Although course placement is not new for ninth grade students in the Wake County Public School System, this state policy allows for the student to earn high school graduation credit for specific high school courses taken while in middle school. The grade that the middle school student earns in such courses is not calculated in a student's high school grade point average.

Other courses that fall under this policy are Spanish IB, Advanced Spanish, Spanish III--magnet elective, French IB, Advanced French, French III--magnet elective. Algebra I, Geometry, Algebra 2, and other high level math courses also fall under this policy.

In order to graduate in the College/ University Course of Study, students are required to have two credits of a Second Language and four credits of mathematics.

Second (Foreign) Language Courses for High School Credit

FREQUENTLY ASKED QUESTIONS

1. **Do exploratory second language classes (6th grade, 9 week) count towards earning the high school credit?**

No. Exploratory second (foreign) language classes do NOT count towards earning high school credit due to the limited amount of instructional time.

2. **Which course(s) must students successfully complete in order to earn one unit of high school credit?**

Successful completion of Spanish 1B or Advanced Spanish and French 1B or Advanced French

3. **When will the placement exam be given?**

The placement exam will be given in May, preferably during the week of EOG test administration.

4. **To whom will the exam be given?**

The exam will be given to eighth grade students enrolled in Spanish 1B or Advanced Spanish and French 1B or Advanced French.

5. Are students required to take the exam?

Yes. Students enrolled in Spanish 1B and Advanced Spanish (French 1B and Advanced French) are required to take the exam to assist with placement in the appropriate high school level Spanish (or French) course.

6. Is passing the placement test a requirement for earning course credit?

Yes. A student must pass the placement test in order to earn the course credit.

7. Can a student repeat Level I of a second language for credit at the high school level?

No. While a student may repeat a course that he/she has passed, he/she may not receive credit for the same course twice.

8. If a student earns one credit at the middle school level, will he/she have to take second language courses at the high school level as well?

Yes. Students who have earned one unit of credit in middle school and wish to meet minimum UNC-System admission requirements must take an additional unit at the high school level. Students are advised to continue their study of second languages in high school since Honors level courses are recommended for college/university admissions.

9. Will the grades earned in second language courses appear on the high school transcript?

Yes. The grade will be listed on the transcript under Grade 8 with one unit of credit.

10. Will the grade earned be included the student's high school grade point average (GPA)?

No. Only courses taken during the high school years will be included the student's grade point average.

Middle School Mathematics Courses for High School Credit

FREQUENTLY ASKED QUESTIONS

11. Which course(s) must students successfully complete in order to earn one unit of high school credit?

Students must successfully complete Algebra I, Geometry, Algebra 2, or another higher level math course.

12. Is there a placement exam?

No. Students who successfully complete mathematics courses may be placed in the next level of mathematics.

13. Are students required to take an exam?

Yes. Students enrolled in Algebra I, Geometry, or Algebra 2 must score level III or IV on the EOC exam. Students enrolled in any higher level mathematics course will take a teacher-made final exam.

14. Can a student repeat a mathematics course for credit at the high school level?

No. While a student may repeat a course that he/she has passed, he/she may not receive credit for the same course twice. The one exception is Algebra I Plus. Since the content of Algebra I Plus incorporates portions of the Geometry content, Algebra I Plus may be taken after Algebra I for *elective* credit if the student feels a need to strengthen his/her algebra skills.

15. If a student earns credit at the middle school level, will he/she have to take additional courses at the high school level as well?

Yes. Students who have earned one (or more) units of credit in middle school and wish to graduate on the College/University Course of Study or under the Future Ready Core requirements must take three (or fewer) additional mathematics units at the high school level, for a total of four math credits.

16. Will the grades earned in mathematics courses appear on the high school transcript?

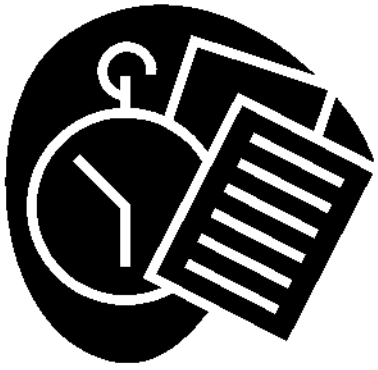
Yes. The grade will be listed on the transcript under Grade 8 with one unit of credit.

17. Will the grade earned be included the student's high school grade point average (GPA)?

No. Only courses taken during the high school years will be included the student's grade point average.

SECTION V

TESTING



Name of Assessment	Grade Level	When Administered	Purpose
NC End-Of-Grade Tests (EOG)	3rd - 8th	See Test Calendar	Assesses mastery of grades 3-8 reading and mathematics based on the SCS.
NC Competency Tests	High School grad. req. *	See Test Calendar	Assesses skills in reading and mathematics
NC End-Of-Course Tests (EOC) / CTE Postassessments	7th - 12th	See Test Calendar	Assesses mastery of grades 7-12 courses in select content areas based on the SCS.
NC Tests of Computer Skills (beginning with the class of 2001)	High School grad. req. *	See Test Calendar	Assesses skills and competencies of the K-8 computer skills curriculum.

* Eighth grade, then high school until requirement is met.

SECTION VI

COURSE CODES

Middle School Course Numbers

Core Course Name	Core Course Number
Sixth Grade	
Language Arts	1010CI
Sixth Grade Math	2001CK
Advanced Sixth Grade Math	2001CY
Pre-Algebra	2001C4
Science	3001CW
Social Studies	4001CE
Healthful Living	0990CC
Algebraic Thinking I	2001C1
Seventh Grade	
Language Arts	1010CL
Seventh Grade Math	2001CB
Pre-Algebra	2001C4
Algebra I	20232Z
Science	3001CX
Social Studies	4001CI
Healthful Living	0990CG
Algebraic Thinking II	2001C2
Eighth Grade	
Language Arts	1010CK
Eighth Grade Math	2001CM
Eighth Grade Math Plus	2001CG
Algebra I	20232Z
Geometry	20302Z
Science	3001CY
Social Studies	4001CT
Healthful Living	0990CI
Algebraic Thinking III	2001C3

Elective Course Name	Elective Course Number
Language Arts	
Reading Enrichment & Extension	1028CG
Reading Acceleration & Support	1028CD
Public Speaking & Debate	1018CA
Newspaper	1031CA
Yearbook	1031CH
Short Stories	1010CB
Fast for Word	1027CT
Number Crunching - Real World I	2063CJ
Number Crunching - Real World II	2063CB
Measuring & Constructing	2063CK
Mathcounts	2063CD
Getting the Message	0120CA
Olympics of Science & Math	0230CB
Math Superstars for Sixth Graders	2063CF
Mathematical Patterns A and B	2063CH
Math Enrichment & Extension	2063CS
Math Acceleration & Support	2063CR
Science Electives	
Animal Science	3032CA
Common Sense Chemistry	3050CB
Olympics of Science & Math	0230CB
Physics	30602A
Preparing for Tomorrow's World	3080CA
Space Adventures	3072CA
The Microscopic World	3030CA
The Marine Ecosystem	3045CA
Investigating Science	3080CD
Social Studies Electives	
American History Themes and Dreams	4001CR1
African-American History	4001CO
Tar Heel Junior Historians at Work	4001CS
We The People: Project Citizen	4001CJ

Middle School Course Numbers

Elective Course Name	Elective Course Numbers
Foreign Language Electives	
French A	1041CA
French B	1042CA
Beginning French	1240CB
Intermediate French	1240CD
Advanced French	1240CC
Spanish A	1051CC
Spanish B	1052CA
Beginning Spanish	1250CE
Intermediate Spanish	1250CB
Advanced Spanish	1250CH
Music Electives	
Music Exploratory	5210CA
Chorus	5230CA
Concert Chorus	5230CB
Folk Music in America	5210CB
Beginning Band	5255CA
Intermediate Band	5255CB
Advanced Band	5255CC
Beginning Strings	5240CA
Intermediate Strings	5240CB
Advanced Strings	5240CC
Visual Arts	
Visual Arts Exploratory	5410CA
Drawing	5410CB
Painting	5410CC
Pottery/Sculpture	541 0CD
Visual Composition	5410CE
Weaving/Crafts	5410CG
Theatre Arts	
Introduction to Theatre	5310CA
Dramatics	5310CB
Advanced Dramatics	5310CD

Elective Course Name	Elective Course Numbers
Dance Electives	
Introduction to Dance	5110CA
Dance I	5110CB
Dance II	5110CC
Career & Technical Education	
Business Education	
Keyboarding/Computer Literacy	6511CC
Business Computer Technology	6400CA
Exploring Business Technologies	6208CA
Family & Consumer Sciences	
Exploring Life Skills I	7018CL
Exploring Life Skills II	7018CH
Technology Education	
Exploring Technology Systems	8108CH
Exploring Tech. Systems-Modular	81 08CN
Career Development	
Exploring Career Decisions	6158CA
Other Electives	
Peer Helpers	9520CO
Pre-College Program	0230CD
Guided Study	9520CC
AVID	952027
ESL Program	
ESL Conversation	1038CE
ESL Guided Study	1038CL
ESL I	1038CF
ESL II	1038CB
ESL III	1038CG
ESL IV	1038CM
ESL Social Studies	1038CD
ESL Science	1038CJ
ESL Math	1038CI
ESL Reading/Literacy	1038CC
ESL Sheltered Instruction	0138CO

SPECIAL EDUCATION COURSE CODES CAN BE FOUND ON PAGE 6 OF THE MIDDLE SCHOOL PROGRAM PLANNING GUIDE