



# **Dillard Drive Magnet Middle School**

**Center for Global Studies and Spanish Immersion**

## **Program Guide**

### **7<sup>th</sup> Grade**

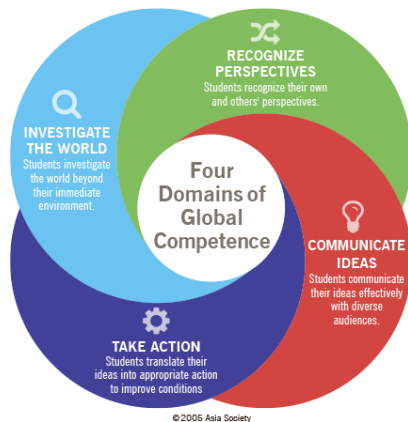
*Dillard Drive Magnet Middle School fosters global connections and global citizenship through relevant and meaningful curriculum, World Languages, 21st Century skills, and social and emotional learning. Together with community stakeholders, we at Dillard Drive Magnet Middle School aim for all students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

**At Dillard Drive Magnet Middle School, students receive:**

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

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

DDMMS's teachers model their integration of Global Teaching on Asia Society's 4 Domains of Global Competencies. Asia Society is an organization that helps shape a prosperous, sustainable, and secure future for us all. For more information visit: <https://asiasociety.org/education/what-global-competence>



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



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

### Why Teach the United Nations Sustainable Development Goals?

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

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

## **Grading System Letter Grades:**

*Note: The grading scale below represents changes to Policy 5520 R&P in spring 2015.*

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

## **Letter grades have the following numerical values:**

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = less than 60

## **High School Level Courses at the Middle School Level:**

Performance on the End-of-Course test will count as 20% of the final grade for students enrolled in NC Math 1 or any other high school credit course that requires an EOC. Students enrolled in other high school credit courses will have an exam that counts 20% of the overall grade. Depending on the course, this may be a state, district, or teacher exam.

## **Promotion Requirements:**

*Wake County Public School System (WCPSS) policy (5530)*

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

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

In addition to academic performance requirements, students must meet the requirements of the WCPSS attendance policy. Failure to meet the requirements of the attendance policy may result in failure of a class and grade retention.



# Course Offerings

## 7<sup>th</sup> Grade

# **7<sup>th</sup> Grade Core Curriculum**

## **English Language Arts – yearlong**

Following the NC State Standards for English Language Arts, seventh graders develop skills in reading, writing, speaking, and listening, and language through experience with print and digital resources. Students read a wide range of text, varying in levels of sophistication and purpose. Through print and non-print text, they increase comprehension strategies, vocabulary, as well as high order thinking skills. They read a balance of short and long fiction, drama, poetry, and informational text such as memoirs, articles, and essays and apply skills such as citing textual evidence, analyzing points of view and presentation, and examining how parts of the text affect the whole. Experience with a variety of text types and text complexity helps students develop a knowledge-based essential for recognizing and understanding allusions. Students learn about the writing-reading connection by drawing upon and writing about evidence from literary and informational texts. Writing skills, such as the ability to plan, revise, edit, and publish, develop as students practice skills of specific writing types such as arguments, informative/explanatory texts, and narratives. Guided by rubrics, students write for a variety of purposes and audiences. Seventh graders also conduct short research projects drawing on and citing several sources appropriately. They hone skills of flexible communication and collaboration as they learn to work together, express and listen carefully to ideas, integrate information and use media and visual displays to help communicate ideas. Students learn language conventions and vocabulary to help them understand and analyze words and phrases, relationships among words, and nuances that affect the text they read, write, and hear. Students are encouraged to engage in daily independent reading to practice their skills and pursue their interests.

## **Mathematics – Math 7 / Math 7 Plus / Math I**

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

The eight Standards for Mathematical Practice are:

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

## **Math 7 - yearlong**

The foci of Math 7 are outlined below by domain.

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

## **Math 7 Plus – yearlong**

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

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

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

## **NC Math 1 (for High School Credit) – yearlong**

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

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

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

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

## **Science – yearlong**

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 – yearlong**

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 to understand the implications of increased global interactions. The focus will remain on the discipline of geography by using the themes of location, place, movement, human-environmental interaction, and region to understand modern societies and regions. This course will guide students through patterns of change and continuity with a focus on conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs and the impact of environment over time. Through an investigation of the various factors that shaped the development of societies and regions in the modern world and global interactions, students will examine both similarities and differences. A conscious effort will be made to include an integrated study of various societies and regions from every continent (Africa, Asia, Europe, the Americas, and Australia).

### **Physical Education and Health – semester long**

#### ***Required Core Course***

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.

# 7<sup>th</sup> Grade Elective Curriculum

## World Languages

### **French 1a - semester long**

*\*Students wanting to pursue 1 High School credit will take this course in 7<sup>th</sup> grade. Students pursuing 2 High School credits will take this course in 6<sup>th</sup> grade. Students wanting to take Band or Orchestra 6-8 grade and receive 1 High School credit in a foreign language, need to take Level 1a in 6<sup>th</sup> grade, Level 1b in 7<sup>th</sup> grade, Level 1c in 8<sup>th</sup> grade.*

This course is an introduction to French language and culture. Major topics include classroom objects, numbers, colors, the calendar, greetings, telling time, weather expressions, common verbs, foods, the family, clothing, animals, basic prepositions, Middle School Program Planning Guide 2020-2021 Page 22 negative expressions, adjectives, and commands. Students who complete this course successfully should next take Intermediate French or French A.

### **French 1b - semester long**

*Prerequisite: French 1a*

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.

### **French 1c – MS for HS Credit – semester long**

*Prerequisite: French 1b*

*\*This 7<sup>th</sup> grade course offering is for Dillard Drive Magnet Middle School Students that began French 1a in their 6th Grade Year so that they could work towards 2 High School credits in a world language. These students will take French 2c their 8<sup>th</sup> grade year.*

This course continues the study of the French language and culture, refining grammatical and vocabulary topics. Major topics include common irregular verbs, clothing and shopping vocabulary, negative expressions, emphatic pronouns, double verb constructions, the past tense, comparative and superlative forms, relative pronouns, reflexive verbs, and direct object pronouns. *This course ends with an end of course (EOC) exam worth 20% of the overall grade. Students who complete this course successfully may take French II at the high school level.*

## **Spanish 1a – semester long**

***\*Students wanting to pursue 1 High School credit will take this course in 7<sup>th</sup> grade. Students pursuing 2 High School credits will take this course in 6<sup>th</sup> grade. Students wanting to take Band or Orchestra 6-8 grade and receive 1 High School credit in a foreign language, need to take Level 1a in 6<sup>th</sup> grade, Level 1b in 7<sup>th</sup> grade, Level 1c in 8<sup>th</sup> grade.***

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

## **Spanish 1b - semester long**

*Prerequisite: Spanish 1a*

This course continues the study of the Spanish language and culture, refining grammatical and vocabulary topics. Major topics include foods, the present tense of –er and –ir verbs, the plurals of adjectives, the verb *ser*, the verb *ir*, question words, places, leisure activities, irregular verbs, possessive adjectives, family, celebrations, the restaurant, and personal descriptions. Students who successfully complete this course should continue the Spanish curriculum series for high school credit by taking Advanced Spanish.

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

*Prerequisite: Spanish 1b*

***\*This 7<sup>th</sup> grade course offering is for Dillard Drive Magnet Middle School Students that began Spanish 1a in their 6th Grade Year so that they could work towards 2 High School credits in a world language. These students will take Spanish 2c their 8<sup>th</sup> grade year.***

This course continues the study of the Spanish language and culture, refining grammatical and vocabulary topics. Major topics include the rooms in a house, making comparisons, the superlative, stem changing verbs, affirmative commands, the present progressive tense, clothing, demonstrative adjectives, and the preterit of verbs ***This course ends with an end of course (EOC) exam worth 20% of the overall grade. Students who complete this course successfully may take Spanish II at the high school level.***

## **Global Studies Electives**

### **Magnet World Games – European and African Sports and Games - semester long**

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

### **Student Ambassadors: Public Speaking – semester long**

Students explore the production and reception of oral language through the delivery of formal presentations by serving DDMMS in various service-learning roles. Students will apply for a student service “job” at DDMMS such as Campus Beautification (creating displays on the SDGs, Global Connections, Student Work, and Organized campus clean-ups); Media Center Aids, Office Aids, Substitute Orientation Greeters, Admin Assistants, and others. Student Ambassadors will also serve as Magnet Tour Guides and Greeters for Parent Open House Events, work with Community Marketing Campaigns, serve as Core Value Trainers, and host School Fairs and Special Events. The course will teach students the basics of resume & cover letter writing and offer real world public speaking experience and job skills training and practice.

## **Arts Electives**

### **Band 2: Intermediate Band – yearlong**

*Prerequisite: Beginning Band or teacher approval*

This class is a continuation of the skills taught in Beginning Band with further development of tone production, breath support, and music reading. Students are introduced to performance skills and techniques. They are encouraged to perform as individuals and as members of an ensemble. Students should anticipate some after-school practices and evening performances. At Dillard Drive Magnet Middle School, the course will include a repertoire of world composers, world music, and an exploration of different cultural instruments and musical styles.

### **Orchestra 2: Intermediate Strings – yearlong**

*Prerequisite: Beginning Strings or teacher approval*

The curriculum for Intermediate Strings is a continuation of Beginning Strings, or for students who enter middle school with previous experience. Solo and orchestral literature from a variety of time periods and cultures is studied in this class. Emphasis is on varied bowing, ear training, identifying, and playing various styles, and the deeper understanding of musical terms. Students prepare several concert selections that are performed for an audience. Students should anticipate some after-school practices and evening performances. At Dillard Drive Magnet Middle School,

the course will include a repertoire of world composers, world music, and exploration of different cultural string instruments and musical styles.

### **Music Exploratory: Guitar – semester long**

Students are introduced to the skills necessary for singing and playing music with accuracy and expression while interpreting the sound and symbols of music. Through the study of various genres and cultures students will analyze, evaluate, and understand the music and concepts from other areas.

### **World Drumming – semester long**

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

### **Chorus – yearlong**

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.

### **A Global Exploration of the Visual Arts – semester long**

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

### **Visual Composition I – semester long**

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

## **Visual Composition II – semester long**

*Prerequisite Visual Composition I*

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.

## **World Pottery/Sculpture – semester long**

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

## **Career and Technical Education**

### **Global Engineering and Design – semester long**

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

### **Project Revive & Engineering Design and Problem Solving – semester long**

In this course, students apply and practice Engineering Design Principles to the food industry, which is an integral and essential part of our society. Students will design their own food product and develop all the products and processes needed to bring it to the table. We start on the farm, and follow the food chain through processing, packaging, transportation, marketing, dining, and disposal. Also, in this course, students learn how to use creativity to design solutions to global real-life problems and develop critical thinking skills. Modeling solutions includes building physical models with recyclable materials and using Tinkercad, an online modeling program.

### **Home Life Around the World – semester long**

This course equips students to compare different cultures in their family structures and ways of caring for children. Students will have the opportunity to gain certification in American Red Cross Babysitting. In addition, students will learn the basics of cooking and the tastes of different countries' cuisines by preparing simple recipes.

*By the end of this course, students will have prepared culturally diverse recipes and earned industry credentials in American Red Cross Babysitting.*

## **Global Perspectives: Personal Finance, Interior Design, Apparel, and Hospitality – semester long**

In this course, students will become knowledgeable about a variety of currencies and be introduced to the basics of personal finance. Students will gain an understanding of customary interior design and apparel practices from around the world. This course includes basic sewing skills as well as hospitality customs and traditions from around the globe.

*By the end of this course, students will have experienced personal finance in a global economy and experienced design practices from around the globe.*

## **Skills for the Real-World Series 1 – Keyboarding and Digital Literacy - semester long**

This course provides technology rich learning experiences that help students to understand ethical, respectful, and safe use of digital tools and demonstrate Global Awareness of other cultures in a digital environment. The Keyboarding curriculum focuses on teaching students the touch method of typing while applying proper posture and keyboarding techniques, which is necessary to be successful in the classroom and the workplace. The Basic Word Processing curriculum provides hands on lessons using Microsoft Word, which is the most widely used software program today. Students will learn to effectively create a variety of different documents, as well as the proper format for each document. Prerequisite for Series II.

*At the conclusion of this course, students will have developed a global awareness of other cultures in a digital society and explored the digital divide between the United States and other cultures.*

## **Skills for the Real-World Series 2 – Introduction to Office Productivity & Office Productivity Applications - semester long**

*Prerequisite Skills for the Real-World Series 1*

This course provides a curriculum that incorporates the three most used applications in the Microsoft Office Suite of programs. This course is composed of hands-on activities that will allow students build on the skills previously learned using Microsoft Word in the Series I course. From the classroom to the business world, the ability to present information in a professional format, is an invaluable skill. Students learn how to use Advanced Microsoft Word features, Basic and Advanced Microsoft Excel features used to organize and analyze data, and Basic and Advanced Microsoft PowerPoint features used to create professional, stimulating, and interactive presentations. Series I and Series II are designed to prepare students for the Microsoft IT Academy in high school. Prerequisite for Series III.

*At the conclusion of this course, students will be prepared to enter a global workforce with advanced knowledge of the Microsoft Office Suite and the capabilities to earn industry credentials in the Microsoft IT academy at Wake County High Schools.*

## **Skills for the Real-World Series 3 – Exploring Business and Entrepreneurship & Exploring Business Activities - semester long**

*Prerequisite: Skills for the Real-World Series 2*

This course provides a curriculum that introduces students to content that prepares them for the Business, Finance, and Marketing courses at the high school level. Students will be introduced to a variety of business concepts, such as Principles, Functions, and types of Business Organizations. Entrepreneurship and the characteristics, skills, and traits of Successful Entrepreneurs. Exploring Business Activities & Careers (Finance, Business Management, Information Technology, Marketing, and Small Business Management). Emphasis is placed on business operations in the United States and other countries. Students will be able to use the skills they learned in Series I and Series II.

*At the conclusion of this course, students will have had an opportunity to experience national and international business practices.*

## **Computer Science Discoveries I - semester long**

*Prerequisite: Skills for the Real-World Series 1*

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.

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

## **Computer Science Discoveries II – semester long**

*Prerequisite: Skills for the Real-World Series 1*

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.



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

## **Regular Education Academic Support**

### **Reading Acceleration and Support – yearlong**

*Prerequisite: teacher recommendation*

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

### **Math Acceleration and Support – yearlong**

*Prerequisite: teacher recommendation*

This course is designed for students who need additional instruction and support in gaining grade level mathematics skills, problem-solving strategies, test-taking skills, and mathematical thinking in authentic contexts. Activities will focus on the use of manipulatives to build understanding of mathematical concepts and the use of cooperative and individual activities that practice and strengthen grade level skills and ability in mathematics. Technology, reading and writing for greater understanding in mathematics will be incorporated where appropriate.

## **Students with Special Needs – 7th Grade**

### **Academically or Intellectually Gifted (AIG)**

At the middle school level, screening, and placement for the Academically or Intellectually Gifted program occur as appropriate and on an individual basis. Teachers, administrators, other school staff, students, and/or parents/guardians may nominate students for the AIG Program at any time, though there is one testing window per semester to ensure all students have the same number of instructional days prior to being assessed. Students may be identified for services in language arts, mathematics, or in both areas. Students in the Wake County Public School System

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

## **Special Education Services**

All Wake County Public School System middle schools provide additional services for students with disabilities who meet state criteria for Special Education Services. Students who are suspected of having a disability are referred by their parents or by school personnel for screening and evaluation. Following the evaluation, an IEP team, to include the parents, determines whether the student is eligible. Every eligible student has an Individualized Educational Program (IEP), which identifies the student's strengths and weaknesses and sets annual goals and/or short-term objectives or benchmarks. The IEP also identifies the appropriate services and least restrictive placement which are required to meet the individual needs of the student. Wake County Public School System provides services for students according to the following continuum of alternative placements:

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

## **7<sup>th</sup> Grade Literacy Essentials – yearlong core class**

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

## **7<sup>th</sup> Grade Math Essentials – yearlong core class**

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

instruction and concrete support of developmental math skills to access grade level math standards. A focus on assessment, progress monitoring, and targeted instruction encourages the expected student behaviors associated with gaining math skills as identified by the standards of mathematical practice.

### **7<sup>th</sup> Grade Curriculum Assistance – yearlong Elective**

The Curriculum Assistance elective (CA) provides specially designed instruction for students with disabilities who are enrolled in regular education classes. The four main components of CA are collaboration/communication between teacher, parent, and student, literacy and math specialized instruction/remediation, and study skills instruction. The focus for each student's instruction is based on their individualized needs as outlined within their IEP. Study skills instruction can be utilized to teach students how to prioritize, organize, take notes, take tests, proofread, follow directions, and use reference materials. Literacy and Math skills are taught utilizing specially designed instruction to target the goals identified within the students' IEP goals.

### **7<sup>th</sup> Grade Social Skills Essentials – yearlong Elective**

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

### **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.

### **7<sup>th</sup> Grade ESL I – yearlong elective**

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

### **7<sup>th</sup> Grade ESL II – yearlong elective**

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