



# Dillard Drive Magnet Middle School

Center for Global Studies and Spanish Immersion

## Program Guide

### 8<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.*

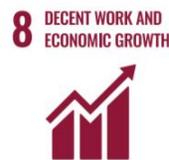
**At Dillard Drive Magnet Middle School, students receive:**

- 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

## Global Competencies:

Explore	Explore their own culture in order to make connections with other cultures
Investigate	Investigate global issues and challenges
Think	Think critically to problem solve these global issues and challenges
Discover	Discover the various perspectives of global issues from around the world
Develop	Develop awareness of cultural diversity

## United Nations Sustainable Development Goals:



More information can be found at: <https://sdgs.un.org/goals>

## **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.



# 2021-2022 Course Offerings

## 8<sup>th</sup> Grade

# 8<sup>th</sup> Grade Core Curriculum

## **English/Language Arts (10582Y0) – yearlong**

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

## **Mathematics – Math 8 / Math I / Math II**

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 8 (20082Y0) - yearlong**

The foci of Math 8 are outlined below by domain:

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

### **NC Math 1 (for High School Credit) (21092Y0) – yearlong**

*Prerequisites: Math 7 Plus or Teacher Recommendation*

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

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

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

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

*Prerequisite(s): NC Math 1 taken in 7<sup>th</sup> Grade*

In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions, comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments.

Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

This course fulfills the North Carolina high school graduation requirement for NC Math 2.

## **Science (30082Y0) – 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 the hydrosphere and the impact of humans on local systems and the effects of the hydrosphere on humans.
- Understand the history of Earth and its life forms based on evidence of change recorded in fossil records and landforms.

- Understand the hazards caused by agents of diseases that affect living organisms. • Understand how biotechnology is used to affect living organisms.
- Understand how organisms interact with and respond to the biotic and abiotic components of their environment.
- Understand the evolution of organisms and landforms based on evidence, theories and processes that impact the Earth over time.
- Understand the composition of various substances as it relates to their ability to serve as a source of energy and building materials for growth and repair of organisms.
- Understand the properties of matter and changes that occur when matter interacts in an open and closed system.
- Explain the environmental implications associated with the various methods of obtaining, managing, and using energy resources.

### **Social Studies (40082Y0) – yearlong**

Historical study connects students to the enduring themes and issues of our past and equips them to meet the challenges they will face as citizens in a state, nation and an interdependent world. Pursuant to the passage of House Bill 1032 An Act Modifying the History and Geography Curricula in the Public Schools of North Carolina, the new essential standards for eighth grade will integrate United States history with the study of North Carolina history. This integrated study helps students understand and appreciate the legacy of our democratic republic and to develop skills needed to engage responsibly and intelligently as North Carolinians. This course will serve as a steppingstone for more intensive study in high school. Students in eighth grade will continue to build on the fourth and fifth grade introductions to North Carolina and the United States by embarking on a more rigorous study of the historical foundations and democratic principles that continue to shape our state and nation. Students will begin with a review of the major ideas and events preceding the foundation of North Carolina and the United States. The main focus of the course will be the critical events, personalities, issues, and developments in the state and nation from the Revolutionary Era to contemporary times. Inherent in this study is an analysis of the relationship of geography, events and people to the political, economic, technological, and cultural developments that shaped our existence in North Carolina and the United States over time.

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

## World Languages

### **French 1b - Intermediate French (11002Y1) – semester long**

*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.

### **French 1c – Advanced French - MS for HS Credit (11012Y0) – semester long**

*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. *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 1b - Intermediate Spanish (11402Y1) – semester long**

*Prerequisite: Beginning Spanish*

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 – Advanced Spanish - MS for HS Credit (11412Y0) – semester long**

*Prerequisite: Intermediate Spanish*

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.***

## **Exploratory Language – French and Spanish Survey Course (12752Y0) - semester long**

*This course does not work towards high school credit*

This course is an introduction to language and culture. This course is intended as a link between the elementary programs or as an initial introduction to the language. This course is not included in the curriculum series for high school credit.

The course is designed as if the student is travel to French Speaking Cities and Spanish Speaking Cities all over the world covering different contents and nations.

2-3 French speaking nations (France, Africa, Canada)

2-3 Spanish speaking nations (South or Central America, Island, Spain)

Students will learn skills and basic travel needs. For example, greetings & simple phrasing, foods/menu ordering, schedule reading (numbers)/trip itinerary, and cultural practices. Students will spend one quarter on the study of Spanish and a second quarter on the study of French.

## **Health and Physical Education**

### **Global Health and Physical Education (60482Y0) – semester long**

*Required Core Course per DPI*

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. 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, while also investigating these topics in cultures around the world.

## **Exploration in Music**

### **Band 3: Advanced Band (52882Y0A) – yearlong**

*Prerequisite: Intermediate Band or teacher recommendation*

Technical drills, scale studies, rhythm studies, and sight-reading exercises are used to advance the student's skills, knowledge, and reading ability in music. A wide variety of band literature is studied to give the students experience in various musical styles. Students should anticipate some after-school practices and evening performances. 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 3: Advanced Strings (52782Y0A) – yearlong**

*Prerequisite: Intermediate Strings or teacher recommendation*

Beginning Strings is a course designed for students who are interested in playing a stringed instrument (violin, viola, cello, bass) for the first time. Previous experience is not needed for this class. This course will cover fundamentals of rhythm, note reading, posture, watching the conductor, bowing, pizzicato and learning how to perform as a group. Appropriate use of musical terms, dynamic markings, and the parts and care of stringed instruments are emphasized. Students prepare a number of concert selections that are performed for an audience. Students should anticipate some after-school practices and evening performances. 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 (52092Y0K) – 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.

## **Exploration of the Visual Arts around the World**

### **Visual Composition in a Global Perspective I (54092Y0M) – 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 in a Global Perspective II (54092Y0N) – semester long**

*Prerequisite Visual Composition in Global Perspective 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 (54092Y0S) – 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**

### **The Evolving World of Technology – semester long (2 courses)**

**Course 1: Technological Issues and Impacts (TY122Y0)**

**Course 2: Exploring Technological Systems (TY102Y0)**

Students will learn, and understand contemporary issues revolving around automation, genetic engineering, eco-friendly technology, and how artificial intelligence is the pioneer for exploring new creative thinking abilities. Students will be introduced to the interrelationship between science, technology, and society. As students learn, they will engage in debates about the ethical and moral direction of technology. They will also analyze and problem-solve different technological events in the modern world and beyond.

At the conclusion of this course, students will understand the cause and effect of technology on society and the world.

### **Home Life Around the World – semester long (2 courses)**

**Course 1: Exploring Childcare (FY142Y0) – 1<sup>st</sup> or 4<sup>th</sup> Quarter**

**Course 2: Exploring Nutrition and Wellness (FY112Y0) – 2<sup>nd</sup> or 3<sup>rd</sup> Quarter**

This course equips students to compare different culture's 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.*

**Personal Finance, Interior Design, Apparel, and Hospitality: A Global Perspective – semester long (2 courses)**

**Course 1: Exploring Apparel and Interior Design (FY122Y0)**

**Course 2: Understanding Personal Finance and Hospitality (FY132Y0)**

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.*

**World Application Design and Data Processing (CY212Y0)– semester long**

During the first unit, students will learn how software engineers design use the problem-solving process to design, prototype, test, and improve software applications. They will also learn about user interface design, marketing research, and improving designs.

During the second unit, students will learn how explore systems used to represent information in a computer and the tradeoffs posed by using them. They will also learn how collections of data are used to solve problems, and how computers help to automate the steps of this process. They will also learn how to interpret and make decisions with “big data.”

At the conclusion of this course, students will collect data and use it to automate a solution to a global problem. For example, students may choose to research a global pandemic and compile data to identify trends and effective treatments. Students will also participate in career exploration activities that relate to the computer science industry and post-secondary education. These experiences will be placed in their student portfolio to aide their preparation in becoming college and career ready.

**Skills for the Real-World Series 1 – semester long (2 courses)**

**Course 1: Keyboarding and Basic Word Processing (CY012Y0)**

**Course 2: Digital Literacy (CY042Y0)**

These courses are combined to provide 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.

*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 – semester long (2 courses)**

*Prerequisite Skills for the Real-World Series 1*

**Course 1: Introduction to Office Productivity (CY022Y0) – Quarter 1 or Quarter 3**  
**Course 2: Office Productivity Applications (CY032Y0) – Quarter 2 or Quarter 4**

These courses are combined to provide 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 – semester long (2 courses)**

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

**Course 1: Exploring Business and Entrepreneurship (BY102Y0)**  
**Course 2: Exploring Business Activities (BY122Y0)**

These two courses are combined to provide 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.

### **Skills for the Real-World Series 4 – semester long (2 courses)**

*There are no prerequisites for this Business Course (source: 2021-2022 Middle Schools Guide)*

**Course 1: Exploring Business Procedures and Leadership (BY132Y0)**

**Course 2: Exploring Personal Characteristics and Careers (EY102Y0)**

These courses are combined to provide 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 Business Procedures, Business Ethics, Business Communications, Employability Skills, Hard and Soft Skills, Leadership, Teamwork, and Team Building. 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 gain exposure to the skills required to participate in a global workplace.

## **Regular Education Academic Support Electives**

### **Reading Acceleration and Support (10262Y0B) – 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 (28002Y0A8) – 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

### **8<sup>th</sup> Grade Literacy Essentials (10582Y0E8)– 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.

### **8<sup>th</sup> Grade Math Essentials (20082Y0E8) – 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.

### **8<sup>th</sup> Grade Science Extended (3008AY0) – yearlong Core Class**

This course is designed for a small population of students, with literacy skills significantly below grade level who are unable to access the general education curriculum, even with additional support. Skills will be taught utilizing Science standards.

### **8<sup>th</sup> Grade Curriculum Assistance (96102Y08G) – 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.

### **8<sup>th</sup> Grade Social Skills Essentials (96102Y0P) – 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.

### **8<sup>th</sup> Grade ESL I (10382Y018) – 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.

### **8<sup>th</sup> Grade ESL II (10382Y028) – 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.