



# Dillard Drive Magnet Middle School

Center for Global Studies and Spanish Immersion

## Program Guide

### 6<sup>th</sup> Grade

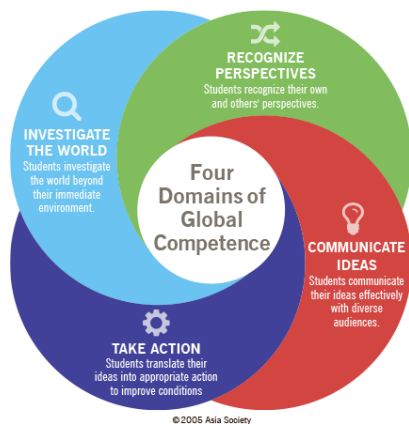
*Dillard Drive Magnet Middle School fosters global connections and global citizenship through relevant and meaningful curriculum, World Languages, 21st Century skills, and social and emotional learning. Together with community stakeholders, we at Dillard Drive Magnet Middle School aim for all students 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

## 6<sup>th</sup> Grade

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

## English/Language Arts - yearlong

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

## Mathematics – Math 6 and Math 6 Plus - yearlong

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 6**

The foci of Math 6 are outlined below by domain.

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

## **Math 6 Plus**

***Required for students in pursuit of single subject acceleration and testing in math***

*Prerequisite: Grade 5 teacher/counselor recommendation*

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

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

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

## **Social Studies – yearlong**

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

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

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

Healthful Living is required for all 6th grade students and includes health education and physical education. These two courses complement each other as students learn how to be healthy and physically active for a lifetime. Because our health and physical fitness needs are so different from a generation ago, the nature of healthful living is changing. Poor health choices (i.e., use of alcohol and other drugs, poor nutrition, and physical inactivity) now account for more than 50% of the preventable deaths in the United States. Through a quality healthful living education program, students will learn the importance of health and physical activity and develop skills to achieve and maintain a healthy lifestyle creating a heightened quality of life. Students will learn how to apply the concepts of proper exercise in their daily lives, discover ways to handle stress, avoid harmful and illegal drugs, learn about the relationship between nutrition and weight management, develop healthy interpersonal relationships (including conflict resolution skills), develop teamwork and character-building skills, and learn how to achieve positive health and fitness goals.

In sixth grade, students will learn a variety of communication techniques that will allow them to employ critical thinking skills to make positive health decisions. Students will appraise their own health and fitness status, understand sound nutrition principles, and develop sensible exercise practices. This knowledge will be applied as they demonstrate the ability to set, pursue and achieve personal health and fitness goals. Students will engage in physical activities that provide opportunities for rhythmic/dance movement, lead-up games enhancing basic sport skills, offensive and defensive game strategies, game rules/etiquette, problem solving, fair play, and sportsmanship.

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



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

## World Languages

### **Exploratory Language – French and Spanish Survey Course - semester long**

*This course is not included in the curriculum series for 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 traveling to French Speaking Cities and Spanish Speaking Cities all over the world.

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

2-3 Spanish speaking nations (South or Central America, Islands, 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 with the study of Spanish and a second quarter with the study of French.

### **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 successfully complete this course should continue the French curriculum series for high school credit by taking Intermediate French.

### **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.

## **Global Studies Elective**

### **Magnet World Games – North American and South American 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.

## **Arts Electives**

### **Band 1: Beginning Band- yearlong**

Emphasis is on the acquisition of basic musical skills as students learn to play a brass, woodwind, or percussion instrument. Previous experience is not needed for this class. Band classes prepare several concert compositions that are performed for an audience. Students should anticipate some afterschool 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 1: Beginning Strings – yearlong**

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

### **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.

## **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.

## **Career and Technical Education**

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

This course will help students understand and practice Engineering Design Principles. 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**

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. 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.*

# **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 – 6<sup>th</sup> 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

## **6<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.

## **6<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.

## **6<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.

## **6<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.

### **6<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.

### **6<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.