



Dillard Drive Magnet Middle School

Center for Global Studies and Spanish Immersion

Program Guide

7th 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.

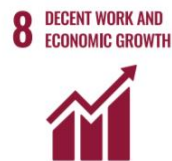
At Dillard Drive Magnet Middle School, students receive:

- 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

7th Grade

7th Grade Core Curriculum

English/Language Arts (10572Y0) – 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 (20072Y0) - 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 (20122Y07) – 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) (21092Y0) – 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 (30072Y0) – 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 (40072Y0) – 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).

7th Grade Elective Curriculum

World Languages

French 1a - Beginning French (11002Y0) – semester long

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 - 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 7th grade course offering is for Dillard Drive Magnet Middle School Students that began French 1a in their 6th Grade Year. Students that began French 1a in 6th grade, will take French 2c their 8th grade year, for two high school credits.***

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 – Beginning Spanish (11402Y0) – semester long

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 - 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 7th grade course offering is for Dillard Drive Magnet Middle School Students that began Spanish 1a in their 7th Grade Year. Students that began Spanish 1a in 7th grade, will take Spanish 1c their 8th 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.***

Health and Physical Education

Global Health and Physical Education (60472Y0) – 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 2: Intermediate Band (52872Y0A) – 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 (52772Y0A) – 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 (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 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

Global Architecture and Design – semester long (2 courses)

Course 1: Design and Creativity (TY042Y0)

Course 2: Technology and Society (TY052Y0)

This course helps develop student's understanding of Architectural design. Students will engage in hands-on and software construction of world-famous structures. Students will understand the importance of mathematics, accuracy, and precision. Students will also develop skills in researching for information, communicating design information, and reporting results.

At the conclusion of this course, students will have experienced structural design in throughout the globe by analyzing and designing buildings that are culturally responsive.

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

Course 1: Exploring Childcare (FY142Y0) – 1st or 4th Quarter

Course 2: Exploring Nutrition and Wellness (FY112Y0) – 2nd or 3rd 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.

Web Development and Digital Animation (CY202Y0) – semester long

During the *first unit*, students will learn how to structure, code, and stylize content in web pages using the Hypertext Markup (HTM) and Cascading Style Sheets (CSS) languages. They also learn valuable skills such as debugging, commenting, and problem solving.

During the *second unit*, students will build on their coding experience as they create programmatic images, animations, interactive art, and games. As students become familiar with the primitive programming concepts, advanced concepts will be introduced to create more complex programs.

At the *conclusion of this course*, students will develop a personalized, interactive app that brings awareness to a global issue that they are passionate about. This app will be culturally inclusive and communicate the co-dependance that countries share in eliminating the problem. Lastly, the App will interact with the user and provide them with simple steps to that they can take to be a part of the solution. 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. 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 – 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.

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 (28002Y0A7) – 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

7th Grade Literacy Essentials (10572Y0E7)– 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.

7th Grade Math Essentials (20072Y0E7) – 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.

7th Grade Science Extended (3007AY0) – 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.

7th Grade Curriculum Assistance (96102Y07G) – 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.

7th 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.

7th Grade ESL I (10382Y017) – 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.

7th Grade ESL II (10382Y027) – 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 subsets 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.