



Dillard Drive Magnet Middle School

Center for Global Studies and Spanish Immersion

2024-2025

Program Guide

8th Grade

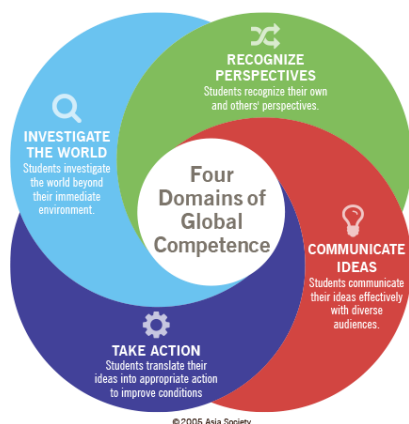
Dillard Drive Magnet Middle School fosters global connections and global citizenship through relevant and meaningful curriculum, World Languages, 21st Century skills, and social and emotional learning. Together with community stakeholders, we at Dillard Drive Magnet Middle School aim for all students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

8th Grade

8th Grade Core Curriculum

English Language Arts – 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 - 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) – 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) - yearlong

Prerequisite(s): NC Math 1 taken in 7th 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 – 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 – 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.

Physical Education and Health – semester long

Required Core Course

Healthful Living is required for all 8th grade students and includes health education and physical education. These two courses complement each other as students learn how to be healthy and

physically active for a lifetime. Because our health and physical fitness needs are so different from a generation ago, the nature of healthful living is changing. Poor health choices (i.e., use of alcohol and other drugs, poor nutrition, and physical inactivity) now account for more than 50% of the preventable deaths in the United States.

Through a quality healthful living education program, students will learn the importance of health and physical activity and develop skills to achieve and maintain a healthy lifestyle. Students will learn how to apply the concepts of proper exercise in their daily lives, discover ways to handle stress, avoid harmful and illegal drugs, learn about the relationship between nutrition and weight management, develop healthy interpersonal relationships (including conflict resolution skills), develop teamwork and character-building skills, and learn how to achieve positive health and fitness goals.

In eighth grade, students will identify how media and peer pressure influence health behaviors, identify positive ways to manage stress, explain how to gain, reduce or maintain weight in a healthy manner, demonstrate skills and strategies for remaining abstinent from sexual intercourse, and demonstrate good communication skills for healthy relationships. Students will demonstrate basic CPR skills, understand the special risks associated with alcohol and other drugs, understand the negative impact (emotional, social, and physical) of using harmful and illegal drugs, and assist others to seek help for risky behaviors. Students will explain the principles of cardiovascular and strength conditioning, develop a personal fitness program, establish personal fitness goals and monitor their progress, participate in regular physical activity both in school and during non-school hours, display advanced sport movements through the engagement in dual, team, and lifetime sports. Students will work cooperatively to follow rules and exhibit safe practices while achieving individual and group fitness-related goals through fair play and sportsmanship.

CPR instruction is presented as part of the 8th grade Health curriculum. Beginning with the graduating class of 2015 (current 8th graders and beyond), successful completion of CPR instruction is a high school graduation requirement for all North Carolina students. Successful completion is defined in the Essential Standards Curriculum as “demonstrating basic CPR techniques and procedures on a mannequin and passing a Red Cross or American Heart Association approved test of CPR skills.” Students who successfully complete CPR in 8th grade are considered to have met the requirement.

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.

8th Grade Elective Curriculum

World Languages

French 1b (French Beginning 1 Year)

French Beginning 1 Year 11002Y18

Prerequisite: French 1a (French Beginning Less than 1 Year)

Students entering 8th grade and not having completed this course in 7th grade, will take this course in the first semester of 8th grade.

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 French 1c - French 1 (MS for HS Credit) 11012Y07.

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

French I (MS for HS Credit) 11012Y08

Prerequisite: French 1b (French Beginning 1 Year)

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

Students who complete this course successfully in 8th grade may take French II or French II Honors in 9th Grade.

Spanish 1b – (Spanish Beginning 1 year) - semester long

Spanish Beginning 1 Year 11402Y17

Prerequisite: Spanish 1a (Spanish Beginning Less than 1 Year)

Students entering 8th grade and not having completed this course in 7th grade, will take this course in the first semester of 8th grade.

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 Spanish 1c – Spanish 1 MS for HS Credit.

Spanish 1c – MS for HS Credit – semester long

Spanish I (MS for HS Credit) 11412Y08

Prerequisite: Spanish 1b (Spanish Beginning 1 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 in 8th grade may take Spanish II or Spanish II Honors in 9th Grade.

Spanish or French Level 2 Part 1 and 2 (Spanish and French II) – year long

Spanish II A 11422YA (Level 2/Part 1) and Spanish II B (Level 2/Part 2) 11422YB

French II A (Level 2/Part 1) 11022YA and French II B (Level 2/Part 2) 11022YB

Prerequisite: Spanish I MS for HS Credit (for Spanish II) or French I MS for HS Credit (for French II); Teacher recommendation

French/Spanish II Part 1 – double block semester long (A/B class 1st semester)

French/Spanish II Part 2 – semester long (2nd semester)

The Level II Spanish and French courses are the second in a multi-course sequence of communicative, proficiency-based courses. In Level II, students build on the linguistic

foundations which they studied in Level I. Students continue building on the foundation from Level I, communicating in increasingly more complex situations and with greater depth. Classes are conducted primarily in the target language with a strong focus on comprehensible input at an appropriate level for novice learners, with added complexity compared to Level I. Activities focus on students' abilities to perform in the interpersonal, interpretive, and presentational modes with a strong focus on target culture literacy. Students who successfully complete the course will demonstrate Novice High proficiency or above. Typical topics in level two courses include travel survival skills, entertainment, childhood, and daily life around the world.

Heritage Spanish

Heritage Spanish 11492YA8

Prerequisite(s): Ability to speak and comprehend conversational Spanish; Native Spanish speaking; Primary home language of Spanish

This course is designed specifically for native or heritage speakers of a language other than English who already have some oral language proficiency. The purpose of this course is to enable students to develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, and write in a variety of contexts and for a variety of audiences, including the family, school, and the immediate community.

The course will allow students to explore the cultures that use the heritage language, including their own, and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

Global Studies Electives

Magnet World Games – semester long

Magnet World Games 60502Y0W8

Students will actively participate in global sports (Olympic and non-Olympic) from **Asia and Oceania**. 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.

Global Leadership, Public Speaking, and Social Responsibility: Preparing for College and Beyond – year long

Public Speaking & Debate 10182Y0B8

Prerequisite: Teacher and/or Principal Recommendation

In this transformative course, students will become global leaders while preparing for college and careers. They will support the DDMMS Food Pantry, explore the United Nations' role in addressing global challenges, with a specific focus on SDG 1, SDG2, SDG3 and SDG17, and develop skills for advocating UN Sustainable Development Goals. This course will also emphasize on notetaking, time management, and organizational skills. Students will also engage

in community service, public speaking, and real-world job readiness. They will develop into empowered global citizens, who will be well prepared for college and career success.

Arts Electives

Advanced Band – yearlong

Advanced Band 52882Y0A

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.

Advanced Strings – yearlong

Advanced Strings 52782Y0A

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.

Guitar – semester long

Magnet Guitar 52092Y0G

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.

Magnet Sounds of the World – semester long

52092Y0M58

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.

Beginning and Intermediate Chorus – yearlong

Beginning Chorus 1st semester - 52092Y0K

Intermediate Chorus 2nd Semester – 52692Y0D

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.

Students apply correct singing technique and various elements of musical expression through developmentally appropriate and historic vocal literature. Students learn how to use traditional notation in order to learn music, and to respond correctly to conductors' gestures both in rehearsal and public performance. Students will study vocal music and its relationship to other cultures, eras, and geographical locations.

Visual Composition I – semester long

Course Code for HomeBase Registration: Visual Composition 54092Y0M

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

Visual Composition II – semester long

Prerequisite Visual Composition I

Course Code for HomeBase Registration: 54092Y0N

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.

Pottery and Sculpture – semester long

Course Code for HomeBase Registration:54092Y0S81

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

Career and Technical Education

Global Engineering and Design – semester long

Course Code for HomeBase Registration: Engr: Invention and Innovation I TY022Y081 and Engr: Invention and Innovation II TY032Y081

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

Project Revive & Engineering Design and Problem Solving – semester long

Course Code for HomeBase Registration: Engr: Technological Systems I TY042Y081 and Engr: Technological Systems II TY052Y081

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.

Exploring Childcare; Exploring Nutrition and Wellness– semester long

Course Code for HomeBase Registration: FY142Y081 and FY112Y081

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.

Exploring Apparel and Interior Design & Social and Emotional Skills

Exploring Apparel and Interior Design FY122Y08 – 1quarter

Exploring Social and Emotional Skills FY102Y08 – 1quarter

Examine the field of apparel by exploring the elements of design, basic clothing construction, and the impact of marketing on clothing choices. Characterize the basics of interior design, including the basic principles of design. Practice managing living spaces and learn how sustainable design impacts housing. Gain the knowledge and skills for careers in apparel, textile, and interior design.

Gain an understanding of social and emotional learning. Explore communication skills, self-awareness, self-management, and careers in the human services field. Cultivate responsible decision-making skills, social awareness, and interpersonal relationships. Gain the knowledge and skills for careers in human services.

Introduction to Office Productivity & Office Productivity Applications - semester long

Course Code for HomeBase Registration: CY022Y081 and CY032Y871

Recommended Prerequisite: Digital Literacy, Keyboarding and Basic Word Processing

Students learn a foundational understanding of computer operations. Students learn to harness technology as a tool to create, problem solve, and collaborate with others. The curriculum covers topics and skills including computing basics, responsible usage, spreadsheet basics, presentation basics, and multimedia design. Students deepen data literacy by learning to read, analyze, present, and access real-world information with spreadsheets and databases. The curriculum covers topics and skills including data collection and synthesis, data analysis, and data visualization. Mathematics standards are reinforced. *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.*

Exploring Personal Characteristics and Careers; Exploring Careers and Employment – semester long

Course Code for HomeBase Registration: EY102Y081 and EY112Y0

Students experience an orientation to self-awareness and the world-of-work. Emphasis is placed on self-awareness and how interests, attitudes, values, learning styles, skills, and personality influence career choices. Based on the National Career Development Guidelines, skills reinforced include, but are not limited to communications, personal management, and teamwork. Students experience an orientation to career planning and future employment success. Emphasis is placed on understanding the world-of-work, skills needed for employment success, and the career planning and preparation process. Based on the National Career Development Guidelines, skills reinforced include, but are not limited to communications, personal management, and teamwork.

Computer Science Discoveries II – semester long

Course Code for HomeBase Registration: CY212Y071

Recommended Prerequisite: Skills for the Real-World Series 1

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

Coding in Minecraft – semester long

Course Code for HomeBase Registration: Coding in Minecraft - Introductory CY302Y0 and Coding in Minecraft – Intermediate CY312Y0

Using the Minecraft platform, students will gain the skill of designing and developing algorithms. Students will also learn how to predict the outcome of running a series of statements; apply and understand the concept of iteration and selection. Finally, students will understand how to debug and resolve problems in algorithms. Using the Minecraft platform, students will learn how to code in block-based coding using MakeCode. They will learn how to apply and understand variable types, logic, comparison operators and iteration. Mathematics and computer science standards are reinforced.

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.

Reading Apprenticeship and Academic Literacy -- semester long

Prerequisite: teacher recommendation

This is a course designed for students who may not be college and career ready in their academic and reading skills. Students that score a Level 3 on the end of grade reading test for 7th grade are proficient, however, a level 4 or 5 indicates college and career readiness. The focus of this course is to help students improve their reading, writing, listening, speaking and study skills so that they can be college and career ready upon entering high school. Students will have the opportunity to self-select texts and set individual reading goals. The course will focus on a metacognitive approach to reading by training students to transition from being passive readers to active readers that are questioning, analyzing, and synthesizing during comprehension.

Students with Special Needs – 8th 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

8th 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.

8th 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.

8th 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.

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.

8th 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.

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.

8th 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.

8th 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.