Dillard Drive Magnet Middle School

Center for Global Studies and Spanish Immersion

Program Guide 2023-2024

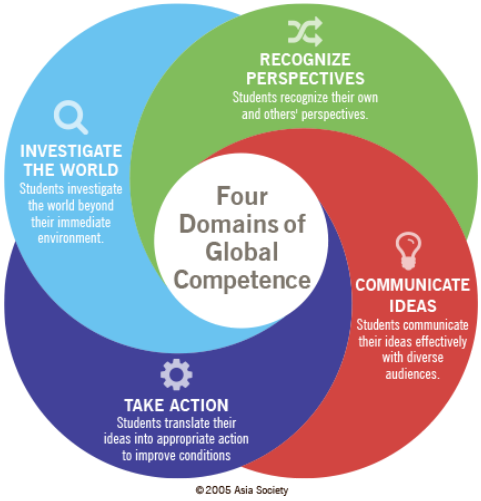
6th Grade

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: At DDMMS teachers and students use the Four Domains of Global Competence to drive learning and instruction.



More information can be found at: https://asiasociety.org/education/what-global-competence

United Nations Sustainable Development Goals: At DDMMS teachers and students also use the UN's SDGs to drive learning and instruction.

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

Grading System Letter Grades:

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.

2023-2024

6th 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 consists 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 – yearlong

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 – yearlong

Required for students in pursuit of single subject acceleration in math

Prerequisite: teacher/counselor recommendation

Math 6 Plus is a compacted course comprising 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 Healthful Living – semester long

Required Core Course per DPI

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.

6th Grade Elective Curriculum

World Languages

Exploratory Language – French and Spanish Survey Course - semester long
This course is <u>not</u> 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
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.

Students pursuing 2 HS credits by 8th grade will be given priority seating in this 6th grade course.

Spanish 1a – 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.

Students pursuing 2 HS credits by 8th grade will be given priority seating in this 6th grade course.

Physical Education Electives

Magnet World Games – semester long
North American and South American Sports and Games

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. This course does not replace the required PE credit.

Music Electives

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 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.

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.

Magnet Sounds of the World - 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.

Visual Arts Electives

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

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

Career and Technical Education Electives

Engineering and Design - semester long
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 throughout the globe by analyzing and designing buildings that are culturally responsive.

Home Life Around the World – semester long : Mexico, Central America, South America, and Spain
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.

Personal Finance, Interior Design, Apparel, and Hospitality – semester long: Mexico, Central America, South America, and Spain
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.

Project Revive & Exploring Design and Problem Solving– semester long
The first half of this course provides students with some basic engineering design concepts which students then apply to solving the real-world global problem of rebuilding a community devastated by natural disaster, in an environmentally friendly way. Students address multiple global Sustainable Development Goals during this process. Students will use Tinkercad, an online modeling program. In the second half of the course, students apply and practice Engineering Design Principles in regard to our extensive food systems that are an integral and essential part of our society. Students learn how to use creativity to design solutions to global real-life problems and develop critical thinking skills. 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 issues. Modeling solutions includes building physical models with recyclable materials and using Tinkercad, an online modeling program.

Skills for the Real World - Series 1 – Keyboarding and Digital Literacy - semester long
This course provides technology rich learning experiences that help students to understand ethical, respectful, and safe use of digital tools and demonstrate Global Awareness of other cultures in a digital environment. The Keyboarding curriculum focuses on teaching students the touch method of typing while applying proper posture and keyboarding techniques, which is necessary to be successful in the classroom and the workplace. The Basic

Word Processing curriculum provides hands-on lessons using Microsoft Word, which is the most widely used software program today. Students will learn to effectively create a variety of different documents, as well as the proper format for each document. Prerequisite for Series II.

Regular Education

Academic Support Electives

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

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

6th 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.

6th 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.

6th 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.

6th 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.

6th 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.

6th 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.