

2025
2026

CUMBERLAND
COUNTY SCHOOLS

MIDDLE SCHOOL COURSE SELECTION GUIDE

Table of Contents

Middle School Course Requirements **6**
Course Selection Guide **6**
Focus 6
Rationale 6
Career Exploration Platform **7**
What are the benefits? 7
How do I get started? 7
Middle School Career Progression: 8
World Language Pathways **9**
Sequence into High School 9
Pathway # 1 9
Pathway # 2 10
Pathway # 3 10
Pathway # 4 11
Pathway # 5 11
Credit By Demonstrated Mastery (CDM) **12**
Sixth Grade Requirements **13**
Required Core Courses 13
English/Language Arts (ELA) 13
Mathematics 13
Social Studies 13
Science 13
Health and Physical Education 14
Nine Weeks Rotation Exploratory Elective Courses 14
9-Week Wheel Courses 14
Exploring Drama 14
Exploring Music 14
Exploring Visual Arts 14
Exploring World Language 14
Exploring Visual Arts 15
Differentiated Study 15
Elective Course Offerings 15
Semester Long Elective Course Offerings 15
Exploring Middle School World Language 15
Global Connections 15
Semester or Year-long Elective Course Offerings 15
Chorus 15
Creative Drama 16
Year-Long Arts Education Elective Course Offerings 16
Beginning Band Brass 16
Beginning Band Woodwinds 16

Beginning Band Percussion....16
Beginning Orchestra....16
Intermediate Orchestra....16
Year-Long World Language Elective Course Offerings....17
Mandarin Chinese as Language Arts I Part I....17
Middle School World Language and Culture Chinese Language and Culture....17
Middle School World Language and Culture Spanish Language and Culture....17
Spanish as Language Arts I Part I....17
Spanish for Native Speakers I Part I....17
Seventh Grade Requirements....19
Required Core Courses....19
English Language Arts (ELA)....19
Mathematics....19
7th Grade Accelerated/Compacted Math Course....19
Social Studies....19
Science....20
Health and Physical Education....20
Elective Course Offerings....20
Semester Long Elective Course Offerings....20
Creative Drama....20
Creative Writing....20
Exploring Dance....20
Exploring Music....20
Exploring Visual Arts....21
Exploring World Language and Culture II....21
Global Connections....21
Differentiated Study....21
Year-Long Arts Education Elective Course Offerings....21
Advanced Orchestra....21
Beginning Band Brass....21
Beginning Band Woodwinds....22
Beginning Band Percussion....22
Intermediate Band....22
Chorus....22
Year-Long World Language Elective Course Offerings....22
Arabic I Part I....22
French I Part I....22
Mandarin Chinese I Part I....23
Mandarin Chinese as Language Arts I Part II....23
Middle School World Language and Culture Chinese Language and Culture....23
Middle School World Language and Culture Spanish Language and Culture....23
Spanish I Part I....23
Spanish for Native Speakers....24
Spanish as Language Arts I Part II....24
Eighth Grade Requirements....25

Required Core Courses....25
English/Language Arts (ELA)....25
8th Grade Mathematics....25
NC Math I....25
Social Studies....25
Science....26
Health and Physical Education....26
Elective Course Offerings....26
Semester Long Elective Course Offerings....26
Creative Drama....26
Creative Writing....26
Exploring Music....26
Exploring Visual Arts....26
Global Connection....26
Differentiated Study....27
Year Long Arts Elective Course Offerings....27
Advanced Band....27
Chorus....27
Creative Drama....27
Exploring Dance....27
Jazz Ensemble....27
String Ensemble....28
Year Long World Languages Elective Course Offerings....28
Arabic I Part II....28
Arabic I (HS Credit)....28
French I Part II....28
French I (HS Credit)....28
Mandarin Chinese I Part II....28
Mandarin Chinese as Language Arts II....29
Mandarin Chinese I (HS Credit)....29
Spanish I Part II....29
Spanish I (HS Credit)....29
Spanish as Language Arts II....30
Spanish for Native Speakers I HS....30
Spanish for Native Speakers II HS....30
Additional Elective Course Offerings....30
Journalism....30
Library Science....31
Peer Helping....31
Differentiated Study....31
Middle School Career & Technical Education Electives....32
General Information....32
Agriculture Science....32
Coding in Minecraft....32

Computer Science Discoveries....33
Computer Skills and Applications....33
Exploring Business, Marketing, and Entrepreneurship....33
Exploring Career Decisions....34
Family and Consumer Sciences....34
PLTW Gateway to Technology....34
Technology Education....35
Academically and Intellectually Gifted General Information....35
AIG Cluster Reading Classes - 6th, 7th & 8th Grades....35
NC English I - 8th Grade....36
Accelerated/Compacted Mathematics – 6th Grade....36
Accelerated/Compacted Mathematics – 7th Grade....36
NC Math I – 8th Grade....36
Exceptional Children Scheduling....37
Middle School Choice Programs....38
Anne Chesnutt Middle School....38
Middle School Dual Immersion Program....38
Foreign Language and Global Communications....38
Cumberland Academy Virtual School 6-12....38
New Century International Middle School....38
Middle School Immersion Program....39
R. Max Abbott Middle School....39
Global Studies....39
Reid Ross Classical School....39
Year-Round, Classical Studies (Uniform Dress Code)....39
Seventy-First Classical Middle School....39
Classical Studies (Uniform Dress Code)....39
Academic Intervention....41
Promotion Standards....42
Purpose....42
Standards for Progression....42
Credit By Demonstrated Mastery (CDM)....42
Cumberland County Schools Student Accountability and Promotion Standards....43
Grades 6-8 Local Promotion Standards....43
Promotion Standards for Students with Disabilities....43
Appeals of Promotion Decisions....43

NON-DISCRIMINATION STATEMENT

It is the policy of the Cumberland County Public School System not to discriminate on the basis of race, ethnic origin, gender, or disability in its educational programs, activities, or employment policies as required by Title IX of the 1972 Educational Amendments. Section 504 of the Rehabilitation Act of 1973, and Title II of the 1990 Americans with Disabilities Act (ADA). All courses are open to students regardless of race, gender, color, national origin, creed, disadvantaging or handicapping condition.

Middle School Course Requirements

Content Area	Sixth Grade	Seventh Grade	Eighth Grade
English Language Arts	*	*	*
Mathematics	*	*	*
Science	*	*	*
Social Studies	*	*	*
Career and Technical Education	Computer Science	Computer Science	Computer Science
Health and Physical Education	* 18-weeks (1 semester) minimum	* 18-weeks (1 semester) minimum	* 18-weeks (1 semester) minimum
Electives	1 full year or 2 semesters 6th grade only - 4 electives (each quarter)	1 full year or 2 semesters 6th grade only - 4 electives (each quarter)	1 full year or 2 semesters 6th grade only - 4 electives (each quarter)

* Courses marked with an asterisk are required at each grade level.

In addition to the course requirements above, all eighth graders must complete a Career Development Plan to be promoted to the ninth grade per G.S. 115C-158.10.

Pursuant to SL2023-132, middle schools shall offer an exploratory computer science course for students that surveys the field of computer science. SL2023-132.

Course Selection Guide

Focus

The primary focus of the middle school is to promote academic achievement, personal development, and group citizenship in an environment conducive to teaching for learning for all students. The middle school curriculum must meet the obligation of being both unique and transitional. During the middle school years, young adolescent students experience rapid physical, intellectual, social, and emotional development. These special characteristics of early adolescence form the basis for continued progress for all students.

Rationale

Middle-level education is a specific educational program that is designed to respond to the developmental needs of students in grades six through eight. All students in the middle grades are entitled to appropriate educational

opportunities that will enable them to reach their maximum potential. An effective middle school curriculum should allow all students to acquire a broad range of experiences academically, socially, and physically. In the middle grades, emphasis should be on critical and creative thinking, active learning, and integration of subject matter.

Career Exploration Platform

CAREER EXPLORATION MADE EASY!

MajorClarity is a career exploration platform that links academic learning to post-secondary preparation through a highly personalized, student-driven approach to career planning that reflects the unique strengths, abilities, interests, and long-term goals of each child. Interactive career path *test-drives* mix engaging expert field interviews with realistic workplace scenarios and practice activities that spark student interest and deepen their understanding of career pathways, job growth projections, and employment trends. MajorClarity offers a wide range of productivity, research, and academic and career planning tools to keep students organized and invested while strengthening communications between students, parents, educators, and district stakeholders.

What are the benefits?

- *Best fit* career matching that helps students identify compatible career paths based on their preferences, interests, and learning styles
- User-friendly, pathway-aligned course selection tools allow students to make the most out of their academic experience
- Select coursework opportunities that best align to the unique strengths, interests, and long-term goals of the student.
- Relevant lesson plans promote college and workplace readiness while exposing students to a wide range of industries and occupations.

How do I get started?

- Meet with your school counselor to help navigate the platform.
- Use your CCS Google Mail username and password to log into your account at: platform.majorclarity.com.

- Follow the prompts and answer the questions to determine your top traits and recommended test drives.
- Select your pathway to begin building your high school plan that aligns with your post-secondary interests.
- Use your account to help you complete the Registration Worksheet/Four-Year Academic Plan.

Middle School Career Progression:

5th Grade	Students discover the 16th different career pathways and explore the careers located under each career pathway.
6th Grade	Students complete the personality and learning style assessments to begin learning more about themselves and explore careers that align with their interests.
7th Grade	Students continue to explore careers by watching career interviews and completing the career test drives to discover their favorite careers.
8th Grade	Students select a career path and create a four-year academic and career plan that aligns with their goals.

World Language Pathways

Sequence into High School

The World Language Programs are beginning language programs that are exploratory in nature at grade 6. In middle grades, there is a world language course available for students who do not wish to start a sequence of world language courses at the high school level.

The World Language Program at the middle school level is a continuing program with two parts (Part I and Part II) that builds on previous studies of the targeted language and its culture. Students must complete Level I or both Part I and Part II at the middle school level in order to receive high school credit for the course. Students must demonstrate proficiency on a district-wide assessment. The proficiency exam will be given at the end of Level I (HS) or Level I Part II courses. The assessment will be created by the CCS World Language Department and administered at each school.

Pathway # 1

Students who do not wish to start the high school sequence, but would like to explore a language class in middle school, should follow one of the sequences below:

6th Grade	7th Grade	8th Grade	9th Grade
			Requires a proficiency end-of course exam to earn HS credit.
Exploratory I *(9 weeks)*	Exploratory II *(18 weeks)*	None	Level I
Exploratory I *(9 weeks)*	None	None	Level I

Pathway # 2

Students with no previous language experience at the elementary level, but would like to start the World Language Studies at middle school, should follow one of the sequences below:

6th Grade	7th Grade	8th Grade	9th Grade
		Requires a proficiency end-of course exam to earn HS credit.	
Exploratory I *(9 weeks)*	Exploratory II *(18 weeks)*	Level I -HS (requires 150 hours minimum seat time and a proficiency end-of-course exam to earn HS credit)	Level II (requires a proficiency end-of-course exam)
Exploratory I *(9 weeks)*	Middle School World Language *(Year-Long Course)* (Arabic, Mandarin Chinese, or Spanish)	Level I HS (requires 150 hours minimum seat time and a proficiency end-of-course exam to earn HS credit)	Level II (requires a proficiency end-of-course exam)
Exploratory I *(9 weeks)*	Part I *(Year-Long Course)* (Arabic, Mandarin Chinese, French, or Spanish)	Part II*(Year-Long Course)* (requires a proficiency end-of course exam to earn HS credit)	Level II (requires a proficiency end-of-course exam)

Pathway # 3

For students that have had previous language experiences at the elementary level (FLES program):

6th Grade	7th Grade	8th Grade	9th Grade
		Requires a proficiency end-of course exam to earn HS credit.	*Requires a proficiency end-of course exam to earn HS credit.*
Exploratory II (18 weeks)	Part I (Year-Long Course) (Arabic, Mandarin Chinese, French, or Spanish)	Part II (Year-Long) Course	Level II
Middle School World Language (Year-Long Course) (Arabic, Mandarin Chinese or Spanish)	Part I (Year-Long Course) (Arabic, Mandarin Chinese, French, or Spanish)	Part II (Year-Long Course)	Level II

Pathway # 4

For students that have had previous language experiences (Spanish Heritage, Native Speakers, Immersion Students, Dual Immersion Program - Students will take other content areas (Mathematics, Science, Social Studies in Spanish):

6th Grade	7th Grade	8th Grade	9th Grade
Requires a proficiency end-of course exam to earn HS credit.	*Requires a proficiency end-of course exam to earn HS credit.*	*Requires a proficiency end-of course exam to earn HS credit.*	*Requires a proficiency end-of course exam to earn HS credit.*
Part I - Spanish for Native Speakers I *(Year- Long Course)*	Part II - Spanish for Native Speakers I *(Year- Long Course)*	for Native ‘s II *ong Course)*	Spanish IV Honors
	Spanish for Native Speakers I *(Year- Long Course)*	for Native ‘s II *ong Course)*	Spanish IV Honors
		for Native Speakers I *ong Course)*	Spanish for Native Speakers II Honors *(Year- Long Course)*

Pathway # 5

For students that have had previous Chinese or Spanish language experiences (Immersion Students):

6th Grade	7th Grade	8th Grade	9th Grade
Requires a proficiency end-of course exam to earn HS credit.	*Requires a proficiency end-of course exam to earn HS credit.*	*Requires a proficiency end-of course exam to earn HS credit.*	*Requires a proficiency end-of course exam to earn HS credit.*
Part I Chinese or Spanish as Language Arts (Year- Long Course)	Part II Chinese or Spanish as Language Arts I (Year- Long Course)	e or Spanish as ge Arts II (Year- Long Course)	Chinese III Honors Spanish III Honors

Credit By Demonstrated Mastery (CDM)

Every student deserves a high-quality education, and the Credit by Demonstrated Mastery policy ensures that every student has the opportunity for the most rigorous and appropriate course of study based on academic progress and need. This policy emerged from shared views of the North Carolina General Assembly and the North Carolina State Board of Education. The General Assembly believes that "public schools should challenge all students to aim for academic excellence" (Article 9B), while the State Board of Education's mission, adopted in 2006, is that "every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century." Achieving this requires that students are able to progress and advance in coursework when they are ready, without the traditional barrier of seat time. A student able to demonstrate a deep understanding of the knowledge and skills required of a particular course will earn credit for that course so that he/she may spend their time more effectively in another course where they will learn and experience new content and material. The State Board of Education has stated, "A great public education system is one that is ambitious and prepares all students for postsecondary education, careers, citizenship, and lifelong learning. It sets high standards and fosters the critical thinking and other skills needed in today's global economy." By providing the opportunity to earn CDM, uniquely qualified students who possess mastery knowledge of content are able to personalize their learning and use their education time in courses that provide new challenges and content. For more information visit NCDPI Credit by Demonstrated Mastery.

Sixth Grade Requirements

Sixth-grade students will take all of the required core courses which are as follows: Language Arts, Reading, Social Studies, Science, Mathematics, and Health and Physical Education. Students may select either two semester-long elective courses, one elective from the full year course offerings, or the nine weeks rotation courses(wheel). Not all courses are offered at all schools. See school counselor for specific school's offerings.

Required Core Courses

English/Language Arts (ELA)

The sixth grade ELA course offers high quality, multigenre, and multicultural reading experiences in the literary, informational, critical, and argumentative environments. Each literature-based unit emphasizes a study of literary elements, vocabulary, grammar and language, and a media technology connection. Students will demonstrate a range of reading and level of text complexity to include historical documents. Comprehension is enhanced by active reading strategies, critical thinking skills, and oral and written responses to text. ELA is also a course that emphasizes writing as a process. Strong connections will be made with the interrelated processes of critical thinking, listening, viewing, speaking, and reading. Students will engage in writing arguments, informative/explanatory writing, and narrative writing, in a wide range of contexts and for a variety of audiences. Students will write routinely and over extended periods of time. The course will also focus on the student's ability to demonstrate command of the conventions of Standard English grammar and usage in written and oral presentations.

Mathematics

The emphasis in sixth-grade mathematics will be on conceptual understanding, reasoning, computational processes and problem-solving. 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. Major topics include ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. Manipulatives and appropriate technology such as calculators and application software will be used regularly for instruction and assessment.

6th Grade Accelerated/Compacted Math Course

This class is designed for the academically gifted or advanced math student. In accordance with state legislation and based on previous year EOG scores, additional students may be enrolled in this course. In addition to the topics covered in sixth-grade mathematics and the Standards for Mathematical Practice, students will receive instruction on seventh-grade math content standards. Additional topics include rational number operations and a deeper dive into geometric concepts. Manipulatives and appropriate technology such as calculators and application software will be used regularly for instruction and assessments.

Social Studies

The World Studies I course is an infused study of the six social studies strands of inquiry, behavioral sciences, civics and government, economics, geography, and history. Students will focus on the emergence, expansion, and decline of civilizations from the Paleolithic Era to 1400 CE. They will understand key factors that shaped the development of civilizations. A conscious effort will be made to include an integrated study of various societies and regions from every continent: Africa, Asia, Europe, the Americas, the Caribbean, and the Pacific Islands.

Science

Students will study natural and technological systems. All goals are focused on the unifying concepts of science defined by the *Next Generation Science Standards*: Systems, Order, and Organization; Evidence, Models, and Explanation; Constancy, Change, and Measurement; Evolution and Equilibrium; and Form and Function. The skills

of inquiry is targeted for mastery. The concepts for which in-depth studies should be designed at the sixth grade level include: Scientific Inquiry, Lithosphere, Cycling of Matter, Matter Structure, Solar System, Energy Transfer/Transformation, and Plants.

Health and Physical Education

Sixth-grade students are introduced to the following Healthful Living strands: mental and emotional health, personal and consumer health, interpersonal communication and relationships, nutrition and physical activity, alcohol, tobacco and other drugs, motor skills, movement concepts, health-related fitness and personal/social responsibility. (*18 weeks minimum*).

Nine Weeks Rotation Exploratory Elective Courses

Students may select either two semester-long elective courses, one elective from the full year course offerings, or the nine weeks rotation courses (Wheel). The "Wheel" features four exploratory elective courses, each lasting for a nine-week period. Descriptions for possible courses to be included in the "Wheel" are given below. Courses that comprise the "Wheel" may vary by school.

9-Week Wheel Courses

Exploring Drama

Exploring Drama introduces students to basic acting and technical theater skills and knowledge. Emphasis is placed on developing expressive communication skills through individual and group dramatic activities. The ability to understand and convey ideas, feelings, and simple stories through voice, movement, and facial expression is nurtured through dramatic exploration. The common terminology of technical theater, acting, directing, and playwriting is introduced. The reading, viewing, writing, and interpretation of dramatic literature are cultivated and encouraged. Occasional evening performances are a required part of the class.

Exploring Music

Important components of this course are musical skills, cultural awareness, musical history, basic singing techniques, listening, rhythm, notation, creativity, reading music, and recognizing musical instruments and their sounds. This course offers the student an opportunity to develop the basics to enjoy a wide variety of musical activities. Occasional evening performances are a required part of the class.

Exploring Visual Arts

Exploring visual arts is designed to offer a wide range of art activities and experiences in the areas of drawing, painting, printmaking, sculpture, and crafts. The teacher exercises judgment in selecting activities best suited for each student and the classroom environment. Emphasis is placed on design, composition, and the development of techniques in the various areas. Art history and cultural influences are an integral part of the total course.

Exploring World Language

Course Code: 12752Y0 **These courses may vary by school: Arabic (ACMS), Mandarin Chinese (ACMS, RRCMS), French (MAMS (R Max Abbott Middle School), and Spanish (ACMS, DBMS, GCMS, JGMS, MAMS, PFMS, WOMS, HMMS, SVMS, MWMS (Mac Williams MS), SFCMS, CAVS (Cumberland Academy 6-12 Virtual School)**

This introductory course is for students who do not wish to start the high school sequence but would like to begin learning World Languages and cultures in middle school. It is not a prerequisite for any other World Language course and does not allow a student to earn a high school credit. This course should be taken only once during middle school. The course allows students to perform basic functions of the language being studied using

increasingly complex structures as the student becomes familiar with some detailed elements of the culture being studied. The emphasis is placed on the ongoing progressive development of listening, speaking, reading, writing and viewing skills within a given context extending outside of the classroom setting. The context focuses on adolescents' lives, needs, and experiences, but also expands into other aspects of life and exposes students to a variety of customs and lifestyles. Grammar is integrated throughout the course and is based on thematic units.

Exploring Visual Arts

Exploring visual arts is designed to offer a wide range of art activities and experiences in the areas of drawing, painting, printmaking, sculpture, and crafts. The teacher exercises judgment in selecting activities best suited for each student and the classroom environment. Emphasis is placed on design, composition, and the development of techniques in the various areas. Art history and cultural influences are an integral part of the total course.

Differentiated Study

Differentiated Study is an approved site-based course.

Elective Course Offerings

Semester Long Elective Course Offerings

Exploring Middle School World Language

These courses may vary by school Arabic 12202Y0, Mandarin Chinese 11202Y0, French 11002Y0, and Spanish 11402Y0.

This introductory course is for students who do not wish to start the high school sequence but would like to begin learning World Languages and cultures in middle school. It is not a prerequisite for any other World Language course and does not allow a student to earn a high school credit. This course should be taken only once during middle school. The course allows students to perform basic functions of the language being studied using increasingly complex structures as the student becomes familiar with some detailed elements of the culture being studied. The emphasis is placed on the ongoing progressive development of listening, speaking, reading, writing and viewing skills within a given context extending outside of the classroom setting. The context focuses on adolescents' lives, needs, and experiences, but also expands into other aspects of life and exposes students to a variety of customs and lifestyles. Grammar is integrated throughout the course and is based on thematic units.

Global Connections

The sixth grade Global Connections course is an interdisciplinary course designed to provide students with the essential attitudes, skills, and knowledge for global citizenship. The course consists of six units of study with eighteen sub-units called *Connections* that explore various global topics. Students will explore topics on a global basis such as culture, physical geography, population, health, literacy, equity in education, Eurozone, bartering, governments, and voting rights. An important part of the course is the integration of a social entrepreneurship component in which students can use the skills and knowledge gained to better understand the world region they have selected for their entrepreneurship project. This service-learning experience provides an authentic window into the geography, environmental issues, education, economy, and politics of the country studied.

Semester or Year-long Elective Course Offerings

Chorus

Chorus is open to all students who enjoy singing and musical ensemble performance. The refinement of basic vocal technique, music reading skills, and a positive group experience are important components of this course. Musical

fundamentals and skills such as notational literacy, pitch, expression, interpretation, sight singing, style, history, and cultural awareness are studied. Public performance is an integral part of chorus and the choral director schedules numerous group activities for the school, community, and district. In addition, individual performance opportunities are available through All County and All-State experiences. Occasional evening performances are a required part of the class.

Creative Drama

Creative Drama introduces students to basic acting and technical theater skills and knowledge. Emphasis is placed on developing expressive communication skills through individual and group dramatic activities. The ability to understand and convey ideas, feelings, and simple stories through voice, movement, and facial expression is nurtured through dramatic exploration. The common terminology of technical theater, acting, directing, and playwriting is introduced. The reading, viewing, writing, and interpretation of dramatic literature are cultivated and encouraged. Occasional evening performances are a required part of the class.

Year-Long Arts Education Elective Course Offerings

Beginning Band Brass

Beginning Band Woodwinds is a structured course offered to students as an opportunity to learn the basic skills necessary to playa band instrument and to function as an ensemble member. Technical skills and music fundamentals are incorporated into the study of individual instruments and ensemble rehearsal activities. Music reading is an essential element of the beginning band experience. Instruction is offered for the following instruments: trumpet and trombone. Other brass instruments may be selected with the permission of the director. Occasional evening performances are a required part of the class.

Beginning Band Woodwinds

Beginning Band Woodwinds is a structured course offered to students as an opportunity to learn the basic skills necessary to play a band instrument and to function as an ensemble member. Technical skills and music fundamentals are incorporated into the study of individual instruments and ensemble rehearsal activities. Music reading is an essential element of the beginning band experience. Instruction is offered for the following woodwind instruments: flute, clarinet, and alto saxophone. Other woodwind instruments may be selected with the permission of the director. Occasional evening performances are a required part of the class.

Beginning Band Percussion

Students may enroll in Beginning Band Percussion only with the permission of the director. Occasional evening performances are a required part of the class.

Beginning Orchestra

Beginning class instruction is offered in violin, viola, cello, and double bass instruments. Basic instrumental skills and orchestral techniques are taught through large and small ensembles, homogeneous and heterogeneous groupings, and performance activities. Performance activities include assembly programs, PTA programs, concert performances, festivals, and All-County ensembles. Occasional evening performances are a required part of the class.

Intermediate Orchestra

Intermediate orchestra is offered to all students who have successfully completed a beginning strings program and/or can demonstrate the technical proficiency necessary for this level of study. The curriculum is based upon the refinement and continuation of instrumental musical skills through ensemble and rehearsal techniques. Stringed instruments studied will include the violin, viola, cello, and bass. This course is designed to offer the opportunity to achieve a higher level of musical achievement. Occasional evening performances are a required part of the class.

Year-Long World Language Elective Course Offerings

Mandarin Chinese as Language Arts I Part I

Course Code: 11222YA NCIMS Only. Prerequisite: Rising 6th Grade New Century International Elementary.

A placement examination will be administered at the beginning of the course. Mandarin Chinese at this level continues to utilize the Literacy Collaborative framework as a model of instruction. At the middle school level, listening, speaking, reading, and writing are previewed, viewed, and reviewed. Both Communicative and academic skills are developed and reinforced at higher levels to extend students comprehension, content vocabulary, and writing. There is a greater emphasis on thematic units that reflect students' interest and expressions. The course increases emphasis on students' ability to utilize correct Spanish grammar, both orally and in writing. Proficiency exam will be given at the end of course.

Middle School World Language and Culture Chinese Language and Culture

Course Code: 11202Y1 Chinese Language and Culture

Students continue their introduction to Chinese with fundamental building blocks in key areas of foreign language study: listening comprehension, speaking, reading, writing, and viewing. Students will continue mastering common vocabulary terms and phrases; comprehend a wide range of grammar patterns; initiate and continue simple conversations and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns. Thematic units include an understanding of the art, literature, and history of a society, but also less tangible aspects such as attitudes, prejudices, folklore and so forth. The course will provide multimedia cultural presentations covering major Chinese-speaking countries.

Middle School World Language and Culture Spanish Language and Culture

Course Code: 11402Y Spanish Language and Culture

Students begin their introduction to Spanish with fundamental building blocks in key areas of foreign language study: listening comprehension, speaking, reading, writing, and viewing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; initiate and continue simple conversations and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns. This is an interdisciplinary course that explores ethnic and cultural diversity and culture within Latin American and Caribbean societies. It explores historical, geographic and social experiences. Emphasis is placed on high cultural manifestations such as art and literature, as well as on the everyday habits of the people. The course will provide multimedia cultural presentations covering Hispanic-speaking countries.

Spanish as Language Arts I Part I

Course Code: 11422YA NCIMS Only, PFMS – Teleconferencing Only

Prerequisite: Rising E.E. Miller, Howard Hall or Owen 6th Grade Immersion Students. A placement examination will be administered at the beginning of the course.

Spanish at this level continues to utilize the Literacy Collaborative framework as a model of instruction. At the middle school level, listening, speaking, reading, and writing are previewed, viewed, and reviewed. Both Communicative and academic skills are developed and reinforced at higher levels to extend students comprehension, content vocabulary, and writing. There is a greater emphasis on thematic units that reflect students' interest and expressions. The course increases emphasis on students' ability to utilize correct Spanish grammar, both orally and in writing. Proficiency exam will be given at the end of course.

Spanish for Native Speakers I Part I

Course Code: 11492YA . ACMS Only.

Prerequisite: Rising E.E. Miller, Howard Hall or W.H. Owen 6th Grade Immersion Students and Spanish/Heritage Speaking students who have formally studied Spanish in an academic setting in the same way that native English-speaking students study English Language Arts. A placement examination will be administered at the beginning of the course.

This course is based on the AP Thematic Units such as Beauty and Aesthetics, Global Challenges, Science and Technology, Families and Communities, Personal and Public Identities and Contemporary Life. It focuses on the development of communicative competence in reading, writing, speaking, listening, and viewing, as well as an understanding of Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and websites. Students will be able to understand the material presented on a variety of topics related to contemporary events and issues in Hispanic communities through the study of Hispanic literary texts representing the Spanish-speaking world: Spain, South America, Central America, Caribbean, and Mexico. *Proficiency exam will be given at the end of the course.*

Seventh Grade Requirements

Seventh-grade students will take all of the required core courses which are as follows: Language Arts, Reading, Social Studies, Science, Mathematics, eighteen weeks of Health and Physical Education, and eighteen weeks of Computer Skills. Students may select one elective either from the full year course offerings or the semester course offerings. Not all courses are offered at all schools. See school counselor for specific school's offerings.

Required Core Courses

English Language Arts (ELA)

The seventh grade ELA course offers high quality, multigenre, and multicultural reading experiences in the literary, informational, critical, and argumentative environments. Each literature-based unit emphasizes a study of literary elements, vocabulary, grammar and language, and a media technology connection. Students will demonstrate a range of reading and level of text complexity to include historical documents. Comprehension is enhanced by active reading strategies, critical thinking skills, and oral and written responses to the text. ELA is also a course that emphasizes writing as a process. Strong connections will be made with the interrelated processes of critical thinking, viewing, speaking and listening, and reading. Students will engage in writing arguments, informative/explanatory writing, and narrative writing, in a wide range of contexts, and for a variety of audiences. Students will write routinely and over extended periods of time. The course will also focus on the student's ability to demonstrate command of the conventions of Standard English grammar and usage in written and oral presentations.

Mathematics

The emphasis in seventh-grade mathematics will continue to be on conceptual learning, reasoning and computational processes and problem-solving. 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. Major topics include analyzing ratios and proportional relationships, extending understanding of the number system, using expressions and solving equations, solving geometric problems and investigating with statistics and probability. Manipulatives and appropriate technology such as calculators and application software will be used regularly for instruction and assessments.

7th Grade Accelerated/Compacted Math Course

This class is designed for the academically gifted or advanced math student. In accordance with state legislation and based on previous year EOG scores, additional students may be enrolled in this course. In addition to the topics and Standards for Math Practice covered in seventh grade mathematics, students will receive instruction on eighth-grade math content standards. Additional topics include exploring rigid transformations and congruence to understand how geometric figures are preserved through translations, rotations, and reflections, building a foundation for spatial reasoning. Students will apply the Pythagorean Theorem to solve real-world problems involving right triangles, while also exploring the concept of irrational numbers and their place within the number system. Manipulatives and appropriate technology such as calculators and application software will be used regularly for instruction and assessments.

Social Studies

World Studies II will continue to expand upon the knowledge, skills, and enduring understandings acquired in the sixth grade examination of the emergence, expansion, and decline of civilizations by beginning at 1400 CE and moving into the globalized network of nations in the modern world. Modern world is defined by a time in which societies and regions witnessed the birth of the following developments: greater awareness of other cultures, creation of a global economy, rise of powerful nation-states, major technological advancements, and deepening reliance on science. The course will be taught in a way that

leads students to make connections between historical events and their own lives. This will be accomplished through an investigation of the various factors that shaped the development of societies and regions in the modern world as well as global interactions between those societies. A conscious effort is made to include an integrated study of various societies and regions from every continent. The intent is to present information through a global lens which allows for greater depth and enduring understandings of content and issues to include, but not limited to, science, technology, invention, and innovation.

Science

Students will study natural and technological systems. All goals are focused on the unifying concepts of science defined by the Next Generation Science Standards: Systems, Order, and Organization; Evidence, Models, and Explanation; Constancy, Change, and Measurement; Evolution and Equilibrium; and Form and Function. The skills of inquiry are targeted for mastery. The concepts for which in-depth studies should be designed at the seventh grade level include: Scientific Inquiry, Atmosphere, Human Body Systems, Cells, Genetics and Heredity, Motion and Forces, Energy and work, and simple machines.

Health and Physical Education

Seventh-grade students are introduced to the following Healthful Living strands: mental and emotional health, personal and consumer health, interpersonal communication and relationships, nutrition and physical activity, alcohol, tobacco and other drugs, motor skills, movement concepts, health-related fitness and personal/social responsibility. (18 weeks minimum)

Elective Course Offerings

Semester Long Elective Course Offerings

Creative Drama

Creative Drama introduces students to basic acting and technical theater skills and knowledge. Emphasis is placed on developing expressive communication skills through individual and group dramatic activities. The ability to understand and convey ideas, feelings, and simple stories through voice, movement, and facial expression is nurtured through dramatic exploration. The common terminology of technical theater, acting, directing, and playwriting is introduced. The reading, viewing, writing, and interpretation of dramatic literature are cultivated and encouraged. Occasional evening performances are a required part of the class.

Creative Writing

This course involves discussion and application of writing techniques and the different types of writing. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices, to determine meaning, and to develop style. Special emphasis is given to poetry and narrative writing.

Exploring Dance

This course introduces students to the basic elements of dance (time, space, energy, and design) through creative exploration and improvisation activities. Proper body alignment and basic knowledge of anatomy and movement are stressed to promote care for the body as the dance instrument. Classwork experiences promote and reinforce bodily strength, flexibility, endurance, and expressive qualities. The study of contemporary and historical dance styles and influences foster an enriched understanding and appreciation of dance. Occasional evening performances are a required part of the class.

Exploring Music

The seventh grade Exploring Music course involves the study of musical skills, cultural awareness, musical history, basic singing techniques, listening, rhythm, notation, creativity, reading music, and recognizing musical instruments and their sounds. This course offers an opportunity to develop the basics to appreciate, enjoy, and experience a wide variety of musical activities. Occasional evening performances are a required part of the class.

Exploring Visual Arts

Exploring Visual Arts is designed to offer a wide range of art activities and experiences in the areas of drawing, painting, printmaking, sculpture, and crafts. The teacher exercises judgment in selecting activities best suited for each student and the classroom environment. Emphasis is placed on design, composition, and the development of technique in the various areas. Art history and cultural influences are an integral part of the total course.

Exploring World Language and Culture II

These courses may vary by school: Arabic 12202Y0, Mandarin Chinese 11202Y0, French 11002Y0, and Spanish 11402Y0. This introductory course is for students who do not wish to start the high school sequence but would like to begin learning World Languages and cultures in middle school. It is not a prerequisite for any other World Language course and does not allow a student to earn a high school credit. This course should be taken only once during middle school. The course allows students to perform basic functions of the language being studied using increasingly complex structures as the student becomes familiar with some detailed elements of the culture being studied. The emphasis is placed on the ongoing progressive development of listening, speaking, reading, writing and viewing skills within a given context extending outside of the classroom setting. The context focuses on adolescents' lives, needs, and experiences, but also expands into other aspects of life and exposes students to a variety of customs and lifestyles. Grammar is integrated throughout the course and is based on thematic units.

Global Connections

The seventh grade Global Connections course is an interdisciplinary course designed to provide students with the essential attitudes skills and knowledge for global citizenship. The course consists of six units of study with eighteen subunits called Connections that explore various global topics. Students will explore topics on a global basis such as languages, sports, transportation, agriculture, water conservation, education funding, technology, fair trade issues, natural resources, and human rights. An important part of the course is the integration of a social entrepreneurship component in which students can use their skills and knowledge they have gained to better understand the world region they have selected for their entrepreneurship project. This service-learning experience provides an authentic window into that country's culture, geography, environmental issues, education, economy, and politics.

Differentiated Study

Differentiated Study is an approved site-based course.

Year-Long Arts Education Elective Course Offerings

Advanced Orchestra

Advanced Orchestra is offered to all students who have successfully completed the Intermediate Strings program or can demonstrate the necessary technical proficiency for this level of study. The curriculum is based upon the refinement and continuation of instrumental musical skills through rehearsal and ensemble techniques. Stringed instruments studied will include the violin, viola, cello, and bass. The course is designed to offer students the opportunity to achieve a higher level of performing ability, to study and apply musical concepts, to acquire notational literacy, and to allow participation in a performing ensemble. Occasional evening performances are a required part of the class.

Beginning Band Brass

Beginning Band is a structured course offered as an opportunity to learn the basic skills necessary to play a band instrument and to function as an ensemble member. Technical skills and music fundamentals are incorporated into the study of individual instruments and ensemble rehearsal activities. Music reading is an essential element of the beginning band experience. Instruction is offered for the following instruments: trumpet and trombone. Other brass instruments may be selected with the permission of the director. Occasional evening performances are a required part of the class.

Beginning Band Woodwinds

Beginning Band is a structured course offered as an opportunity to learn the basic skills necessary to play a band instrument and to function as an ensemble member. Technical skills and music fundamentals are incorporated into the study of individual instruments and ensemble rehearsal activities. Music reading is an essential element of the beginning band experience. Instruction is offered for the following instruments: flute, clarinet, and alto saxophone. Other woodwind instruments may be selected with the permission of the director. Occasional evening performances are a required part of the class.

Beginning Band Percussion

Beginning Band is a structured course offered as an opportunity to learn the basic skills necessary to play a band instrument and to function as an ensemble member. Technical skills and music fundamentals are incorporated into the study of individual instruments and ensemble rehearsal activities. Music reading is an essential element of the beginning band experience. Instruction is offered for the following instruments: snare drums and bells. Other percussion instruments will be studied as a part of this course. Students may enroll in this course only with the permission of the director. Occasional evening performances are a required part of the class.

Intermediate Band

Intermediate Band offers the development and continuation of musical skills achieved at the beginning level. This course will focus on the advancement of playing techniques and musical knowledge appropriate to the level of band literature being performed at this level. The instrumentation is expanded according to student interest and ensemble requirements. Important components of this course will include tone production, music terminology, and continuation of basic instrumental fundamentals, sight-reading skills, musical expression, interpretation, and ensemble performance. Occasional evening performances are a required part of the class.

Chorus

Chorus is open to all students who enjoy singing and musical ensemble performance. The refinement of basic vocal technique, music reading skills, and a positive group experience are important components of this course. Musical fundamentals and skills such as notational literacy, pitch, expression, interpretation, sight singing, style, history, and cultural awareness are studied. Public performance is an integral part of chorus and the choral director schedules numerous group activities for the school, community, and district. In addition, individual performance opportunities are available through All County and All-State experiences. Occasional evening performances are a required part of the class.

Year-Long World Language Elective Course Offerings

Arabic I Part I

Course Code: 12212YA

Arabic I Part I is offered as a part one of a two-part series to enable motivated students to begin their foreign language studies at the 7th-grade level. This course is offered for students with limited or no previous experience in Arabic. This course gives students a solid foundation in understanding, speaking, reading, and writing the target language and to acquaint them with foreign cultures so that they may acquire better insight into themselves while developing a greater depth of understanding of the world in which they live. Proficiency exam will be given at the end of the course.

French I Part I

Course Code: 11012YA

French I Part I is offered as part one of a two-part series to enable motivated students to begin their foreign language studies at the 7th-grade level. It is an introduction to the French language with emphasis on acquiring accuracy in pronunciation, oral fluency, vocabulary development, and grammatical knowledge of the language. There will be numerous oral exercises with many personalized questions and a variety of classroom activities emphasizing personal expression. French culture and civilization are also taught. Included are such topics as geography, cities, historical sites, birthday customs, food, school, shopping habits, sports, hobbies, and entertainment. After successful completion of French I Part I, the student is expected to continue with French I Part II as an eighth grader.

Mandarin Chinese I Part I

Course Code: 11212YA

Chinese I Part I is offered as a part one of a two-part series to enable motivated students to begin their foreign language studies at the 7th-grade level. Students will begin receiving instruction in all aspects of the language (oral, listening, reading, writing and viewing). Class time will primarily be devoted to acquiring basic oral and listening skills. Once students are more familiar with structural conventions they will be challenged with reading and writing materials that include some unknown characters in order for them to develop their skills under more authentic circumstances. In addition to gaining communicative and linguistic competence, students will be exposed to the Chinese culture in order to better understand the cultural context in which their language skills will be used. The course will provide students with the ability to communicate interpersonally in daily life. Topics will include greetings, basic introductions, making appointments, location, countries, languages, descriptions, shopping and food. After successful completion of Chinese I Part I, the student is expected to continue with Chinese I Part II as an eighth grader.

Mandarin Chinese as Language Arts I Part II

NCIMS Only. Prerequisite: Mandarin Chinese as Language Arts Literacy in 6th Grade

Students continue to further develop and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension of Chinese, as well as reading and writing practice in the target language using a variety of activities incorporating familiar vocabulary and structures. Supplementary materials are introduced to enhance language use. Aspects of contemporary Chinese culture are introduced through the use of media, games, and adapted readings and in small or large group discussions. In addition to written/oral tests and quizzes, students are assessed using a variety of formats, oral dialogues, presentations, written compositions and other means. Homework assignments are an integral part of this course as they not only reinforce concepts and skills that are introduced in class but also enable students to participate in class discussions. Proficiency exam will be given at the end of the course.

Middle School World Language and Culture Chinese Language and Culture

Students continue their introduction to Chinese with fundamental building blocks in key areas of foreign language study: listening comprehension, speaking, reading, writing, and viewing. Students will continue mastering common vocabulary terms and phrases; comprehend a wide range of grammar patterns; initiate and continue simple conversations and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns. Thematic units include an understanding of the art, literature, and history of a society, but also less tangible aspects such as attitudes, prejudices, folklore and so forth. The course will provide multimedia cultural presentations covering major Chinese speaking countries. This course does not earn a high school credit.

Middle School World Language and Culture Spanish Language and Culture

Students begin their introduction to Spanish with fundamental building blocks in key areas of foreign language study: listening comprehension, speaking, reading, writing, and viewing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; initiate and continue simple conversations and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns. This is an interdisciplinary course that explores ethnic and cultural diversity and culture within Latin American and Caribbean society. It explores historical, geographic and social experiences. Emphasis is placed on high cultural manifestations such as art and literature, as well as on the everyday habits of the people. The course will provide multimedia cultural presentations covering Hispanic speaking countries. This course does not earn a high school credit.

Spanish I Part I

Spanish I Part I is offered as part one of a two-part series to enable motivated students to begin their foreign language studies at the 7th-grade level. It is an introduction to the Spanish language with emphasis on acquiring accuracy in pronunciation, oral fluency, vocabulary development, and grammatical knowledge of the language. There will be numerous oral exercises with many personalized questions and a variety of classroom activities emphasizing personal expression. Spanish culture and civilization are also taught. Included are such topics as geography, cities, historical sites, birthday customs, food, school,

shopping habits, sports, hobbies, and entertainment. After successful completion of Spanish I Part I, the student is expected to continue with Spanish I Part II as an eighth grader.

Spanish for Native Speakers

ACMS Only

This course focuses on the development of communicative competence in reading, writing, speaking, listening, and viewing, as well as an understanding of Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current study of Hispanic literary texts representing the Spanish speaking world: Spain, South America, Central America, Caribbean, and Mexico. Proficiency exam will be given at the end of the course.

Spanish as Language Arts I Part II

NCIMS Only. PFMS – Teleconferencing Only. Prerequisite: Spanish as Language Arts Literacy 6th Grade

Students continue to further develop and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension of Spanish, as well as, reading and writing practice in the target language using a variety of activities incorporating familiar vocabulary and structures. Supplementary materials are introduced to enhance language use. Aspects of contemporary Spanish culture are introduced through the use of media, games, and adapted readings and in small or large group events. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and websites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities through the study of Hispanic literary texts representing the Spanish speaking world: Spain, South America, Central America, Caribbean, and Mexico. Proficiency exam will be given at the end of the course.

Spanish for Native Speakers I Part II

ACMS Only. Prerequisite: This course focuses on the development of communicative competence in reading, writing, speaking, listening, and viewing, as well as an understanding of Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States.

Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and websites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities through the discussions. In addition to written/oral tests and quizzes, students are assessed using a variety of formats, oral dialogues, presentations, written compositions and other means. Homework assignments are an integral part of this course as they not only reinforce concepts and skills that are introduced in class but also enable students to participate in class discussions. Proficiency exam will be given at the end of the course.

Eighth Grade Requirements

Eighth-grade students will take all the required core courses which are as follows: English Language Arts/Reading, Mathematics, Social Studies, Science, Computer Applications, and one semester of Health and Physical Education. Each student may select two electives either from the full year course offerings or from the semester course offerings. Not all courses are offered at all schools. See school counselor for specific school's offerings.

Required Core Courses

English/Language Arts (ELA)

The eighth grade ELA course offers high quality, multigenre, and multicultural reading experiences in the literary, informational, critical, and argumentative environments. Each literature-based unit emphasizes a study of literary elements, vocabulary, grammar and language, and a media technology connection.

Comprehension is enhanced by active reading strategies, critical thinking skills, and oral and written responses to texts. Students will read a range of complex texts to include historical documents. Comprehension is enhanced by active reading strategies, critical thinking skills, and oral and written responses to the text. ELA is also a course that emphasizes writing as a process. Strong connections will be made with the interrelated processes of critical thinking, viewing, speaking and listening, and reading. Students will engage in writing arguments, informative/explanatory writing, and narrative writing, in a wide range of contexts, and for a variety of audiences. The course will also focus on the student's application of language conventions of Standard English grammar and usage in written and oral presentations.

8th Grade Mathematics

The emphasis in eighth-grade mathematics is preparation for the study of High School math. 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. Major topics include understanding and analyzing expressions and solving equations, modeling with functions, applications of geometry and investigations in statistics and probability. Manipulatives and appropriate technology such as calculators and application software will be used regularly for instruction and assessments.

NC Math I

This class is designed for the academically gifted or advanced math student. In accordance with state legislation and based on previous year EOG scores, additional students may be enrolled in this course. In addition to the topics covered in eighth-grade mathematics, students will receive instruction on the NC High School Math 1 standards. All students enrolled in NC Math I in the 8th grade are required to take the NC Math I End of Course Test. High school course credit is awarded to students who successfully complete NC Math I in the 8th grade. NC Math I provides students the opportunity to study the domains of Algebra, Geometry, Functions, Number and Operations, Statistics and Modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data. Manipulatives and appropriate technology such as calculators and application software will be used regularly for instruction and assessments.

Social Studies

Pursuant to House Bill 1032, An Act Modifying the History and Geography Curricula in the Public Schools of North Carolina, the standards for eighth grade integrate United States history with the study of North Carolina history. The major focus of this course is North Carolina state history with the integration of local and national history. This integrated study helps students understand and appreciate the legacy of our democratic republic and to develop the skills needed to engage responsibly and intelligently as North Carolinians. 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,

events, and cultures preceding the foundation of North Carolina and the United States. The main focus of the course will be how students use inquiry to examine critical events, people, issues, and developments in the state and nation from the Colonial Era to contemporary times. Students will understand 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.

Science

Students will study natural and technological systems. All goals are focused on the unifying concepts of science defined by the Next Generation Science Standards: Systems, Order and Organization; Evidence, Models, and Explanation; Constancy, Change, and Measurement; Evolution and Equilibrium; and Form and Function. The skills of inquiry is targeted for mastery. The concepts for which in-depth studies should be designed at the eighth grade level include: scientific inquiry, biotechnology, hydrosphere, chemistry, Earth's history, evolution theory, energy, ecosystems, and microbiology.

Health and Physical Education

Eighth-grade students are introduced to the following healthful living strands: mental and emotional health, personal and consumer health, interpersonal communication and relationships, nutrition and physical activity, alcohol, tobacco and other drugs, motor skills, movement concepts, health-related fitness and personal/social responsibility. (18 weeks minimum).

Elective Course Offerings

Semester Long Elective Course Offerings

Creative Drama

Creative Drama introduces students to basic acting and technical theater skills and knowledge. Emphasis is placed on developing expressive communication skills through individual and group dramatic activities. The ability to understand and convey ideas, feelings, and simple stories through voice, movement, and facial expression is nurtured through dramatic exploration. The common terminology of technical theater, acting, directing, and playwriting is introduced. The reading, viewing, writing, and interpretation of dramatic literature are cultivated and encouraged. Occasional evening performances are a required part of the class.

Creative Writing

This course involves discussions and applications of writing techniques and the different types of written expression. The focus will be on the writer developing a pattern or model for each writing. The course also focuses on the art of sentence and paragraph development using a multisensory approach. Special emphasis is given to poetry and narrative writing.

Exploring Music

The Exploring Music course involves the study of musical skills, cultural awareness, musical history, basic singing techniques, listening, rhythm, notation, creativity, reading music, and recognizing musical instruments and their sounds. This course offers the student an opportunity to develop the basics to appreciate, enjoy, and experience a wide variety of musical activities. Occasional evening performances are a required part of the class.

Exploring Visual Arts

Exploring Visual Arts is a course designed to offer a wide range of art activities and experiences in the areas of drawing, painting, printmaking, sculpture, and crafts. The teacher exercises judgment in selecting activities best suited for each student and classroom environment. Emphasis is placed on design, composition, and the development of technique in the various areas. Art history and cultural influences are an integral part of the total course.

Global Connection

The eighth grade Global Connections course is an interdisciplinary course designed to provide students with the essential attitudes skills and knowledge for global citizenship. The course consists of six units of study with eighteen sub-units called Connections that explore various global topics. Students will explore topics on a global basis such as religion, pop culture, fine/performing arts, architecture, climate, natural hazards, higher education, rural education, technology, globalization,

revolution, and terrorism. An important part of the course is the integration of a social entrepreneurship component in which students can use their skills and knowledge they have gained to better understand the world region they have selected for their entrepreneurship project. This service-learning experience provides an authentic window into that country's culture, geography, environmental issues, education, economy, and politics.

Differentiated Study

Differentiated Study is an approved site-based course.

Year Long Arts Elective Course Offerings

Advanced Band

Advanced Band offers the development and continuation of musical skills achieved at the intermediate level. This course will focus on the advancement of playing techniques and musical knowledge appropriate to the level of band literature being performed at this level. The instrumentation is expanded according to student interest and ensemble requirements. Important components of this course will include tone production, music terminology, and continuation of basic instrumental fundamentals, sight-reading skills, musical expression, interpretation, basic instrumental fundamentals, sight reading skills, musical expression, interpretation, and ensemble performance. Occasional evening performances are a required part of the class.

Chorus

Chorus is open to all students who enjoy singing and musical ensemble performance. The refinements of basic vocal techniques, reading skills, and a positive group experience are important components of this course. Musical fundamentals and skills such as notational literacy, pitch, expression, interpretation, sight-singing, style, history, and cultural awareness are studied. Public performance is an integral part of chorus and the choral director schedules numerous group activities for the school, community, and district. In addition, individual performance opportunities are available through All County and All-State experiences. Occasional evening performances are a required part of the class.

Creative Drama

This course introduces students to basic acting and technical theater skills and knowledge. Emphasis is placed on developing expressive communication skills through individual and group creative dramatic activities. The ability to determine, understand and convey to others ideas, feelings, and simple stories through voice, movement, and facial expressions are nurtured through dramatic exploration. The common terminology of technical theater, acting, directing, and playwriting is introduced. The reading, viewing, writing, and interpretation of dramatic literature are cultivated and encouraged. Occasional evening performances are a required part of the class.

Exploring Dance

Exploring Dance is an introduction to the basic elements of dance (time, space, energy, and design) through creative exploration and improvisation activities. Proper body alignment and basic knowledge of anatomy and movement are stressed to promote care for the body as the dance instrument. Classwork experiences promote and reinforce bodily strength, flexibility, endurance, and expressive qualities. The study of contemporary and historical dance styles and influences foster an enriched understanding and appreciation of dance. Occasional evening performances are a required part of the class.

Jazz Ensemble

Prerequisite: Audition and enrollment in eighth-grade band or orchestra

Jazz ensemble students study and perform music of many styles including Jazz, Big Band and Contemporary and is aligned to the Essential Standards music curriculum at the eighth-grade level. Music literature performed focuses on beginning to intermediate levels I-III. Jazz Ensemble is a performance-oriented class and may include some evening and weekend performances for student participation. All scheduled activities and performances are required. Jazz Ensemble serves as a secondary elective opportunity for eighth-grade students. Students are required to be enrolled in either the eighth-grade band or orchestra class. Occasional evening performances are a required part of the class.

String Ensemble

String Ensemble is offered to students as continuation and refinement of the technical aspects of performance and individual instrument proficiency. Special emphasis is placed on advanced musical skill development, rehearsal techniques, and ensemble performance. Musical literacy, sight-reading, group participation, music theory, history, and cultural influences are an integral part of this course. Numerous opportunities will be made available to students for All-State, All-County, and contest auditions and performances. String Ensemble is a prerequisite for participation in the high school orchestra program. Occasional evening performances are a required part of the class.

Year Long World Languages Elective Course Offerings

Arabic I Part II

Prerequisite: Arabic Part I

This course includes the basic fundamental elements of the modern standard Arabic language within the cultural context of Arabic-speaking people. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Students will acquire more vocabulary and usage for everyday interactions, as well as skills that will allow them to start reading simple texts. Students will perform skits, participate in role plays, and undertake other interactive activities throughout the year. Upon completion, students should be able to comprehend and respond to spoken and written Arabic and demonstrate further cultural awareness.

Arabic I (HS Credit)

Arabic I is an introductory course. This course introduces the fundamental elements of the modern standard Arabic language within the cultural context of Arabic-speaking people. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Arabic and demonstrate cultural awareness. The course must consist of 135 instructional hours on a block schedule or 150 hours within a traditional schedule. Proficiency exam will be given at the end of the course.

French I Part II

Prerequisite: French I Part I

This course is a continuation of French I Part I and is designed for students who have successfully completed French I Part I. An introduction to the French language is continued with emphasis on listening, pronunciation, oral fluency, vocabulary, and grammatical knowledge. There will be numerous oral exercises with many personalized questions and a variety of classroom activities emphasizing personal expression. Various media are used to introduce different aspects of French culture and civilization. Students who successfully complete French I Part I and II are awarded high school course credit and may have the opportunity to continue with levels II, III, IV, V, and AP in high school. Proficiency exam will be given at the end of the course.

French I (HS Credit)

This course is an introduction with emphasis on acquiring accuracy in pronunciation, oral fluency, vocabulary development, and grammatical knowledge of the language. There will be numerous oral exercises with many personalized questions and a variety of classroom activities emphasizing personal expression. French culture and civilization are also taught. Included are such topics as geography, cities, historical sites, birthday customs, foods, schools, shopping habits, sports, hobbies, and entertainment. High school course credit is awarded to students who successfully complete French I in the 8th grade. Students who successfully complete French I in the 8th grade may have the opportunity to continue with levels II, III, IV, V, and an AP level course in high school. The course must consist of 135 instructional hours on a block schedule or 150 hours within a traditional schedule. Proficiency exam will be given at the end of the course.

Mandarin Chinese I Part II

Prerequisite: Chinese I Part I

This course is a continuation of Chinese I Part I and is designed for students who have successfully completed Chinese I Part I. Students will continue to receive instruction in all aspects of the language (oral, listening, reading, writing and viewing) during the early stages of their Chinese studies. Class time will primarily be devoted to acquiring basic oral and listening skills.

Once students are more familiar with structural conventions, they will be challenged with reading and writing materials that include some unknown characters in order for them to develop their skills under more authentic circumstances. In addition to gaining communicative and linguistic competence, students will be exposed to Chinese culture in order to better understand the cultural context in which their language skills will be used. The course will provide students with the ability to communicate interpersonally in daily life. Topics include greetings, basic introductions, making appointments, identifying locations, countries, languages, providing descriptions, shopping and selecting food. Students who successfully complete Chinese I Part I and II are awarded high school credit and may have the opportunity to continue their Chinese studies in high school. Proficiency exam will be given at the end of the course.

Mandarin Chinese as Language Arts II

NCIMS Only Prerequisite: Mandarin Chinese as Language Arts Literacy 7th grade

Students continue to further develop and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension of Mandarin Chinese, as well as, reading and writing practice in the target language using a variety of activities incorporating familiar vocabulary and structures. Supplementary materials are introduced to enhance language use. Aspects of contemporary Chinese culture are introduced through the use of media, games, and adapted readings and in small or large group discussions. In addition to written/oral tests and quizzes, students are assessed using a variety of formats, oral dialogues, presentations, written compositions and other means. Homework assignments are an integral part of this course as they not only reinforce concepts and skills that are introduced in class but also enable students to participate in class discussions. Proficiency exam will be given at the end of the course.

Mandarin Chinese I (HS Credit)

Chinese 1 is an introductory course to Mandarin Chinese. Though students will receive instruction in all four aspects of the language (oral, listening, reading and writing), during the early stages of their Chinese studies, class time will primarily be devoted to acquiring basic oral and listening skills. Once students are more familiar with structural conventions, they will be challenged with reading and writing materials that include some unknown characters in order for them to develop their skills under more authentic circumstances. In addition to gaining communicative and linguistic competence, students will be exposed to the Chinese culture in order to better understand the cultural context in which their language skills will be used. The course will provide students with the ability to communicate interpersonally in daily life. Topics will include greetings, basic introductions, making appointments, describing or identifying locations, countries, languages, shopping and selecting food. The course must consist of 135 instructional hours on a block schedule or 150 hours within a traditional schedule. Proficiency exam will be given at the end of the course.

Spanish I Part II

Prerequisite: Spanish I Part I

This course is a continuation of Spanish I Part I and is designed for students who have successfully completed Spanish I Part I. This course continues and includes an introduction to the Spanish language with an emphasis on speaking, pronunciation, and the fundamentals of Spanish grammar. The course is taught mainly from an oral standpoint. Therefore, the class spends some time mastering expressions used in everyday conversation. Cultural similarities as well as differences between the Spanish-speaking countries and the United States are studied. Students who successfully complete Spanish I Part I and II are awarded high school credit and may have the opportunity to continue with levels II, III, IV, V, and an AP level course in high school. Proficiency exam will be given at the end of the course.

Spanish I (HS Credit)

This course is an introduction to the Spanish language with an emphasis on speaking, pronunciation, and the fundamentals of Spanish grammar. The course is taught mainly from an oral standpoint; therefore, the class spends some time in mastering expressions used in everyday conversation. The cultural similarities and differences between Spanish- speaking countries and the United States are studied. High school course credit is awarded to students who successfully complete Spanish I in the 8th grade. Students who successfully complete Spanish I in the 8th grade may have the opportunity to continue with levels II, III, IV, V, and an AP level course in high school. Classroom activities are highly interactive and focus on speaking and listening. Reading about Hispanic cultures is emphasized, as is informal writing (to develop fluency) and brief compositions (to develop accuracy). The course must consist of 135 instructional hours on a block schedule or 150 hours within a traditional schedule. Proficiency exam will be given at the end of the course.

Spanish as Language Arts II

NCIMS Only. PFMS – Teleconferencing Only. Prerequisite: Spanish as Language Arts Literacy 7th Grade

Students continue to further develop and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension of Spanish, as well as, reading and writing practice in the target language using a variety of activities incorporating familiar vocabulary and structures. Supplementary materials are introduced to enhance language use. Aspects of contemporary Spanish culture are introduced through the use of media, games, and adapted readings and in small or large group discussions. In addition to written/oral tests and quizzes, students are assessed using a variety of formats, oral dialogues, presentations, written compositions and other means. Homework assignments are an integral part of this course as they not only reinforce concepts and skills that are introduced in class but also enable students to participate in class discussions. Proficiency exam will be given at the end of the course.

Spanish for Native Speakers I HS

Course Code: 11492Y0 ACMS Only

Prerequisite: Spanish/Heritage Speaking students who have formally studied Spanish in an academic setting in the same way that native English-speaking students study English Language Arts. A placement examination will be administered at the beginning of the course.

This course is based on the AP Thematic Units such as Beauty and Aesthetics, Global Challenges, Science and Technology, Families and Communities, Personal and Public Identities and Contemporary Life. It focuses on the development of communicative competence in reading, writing, speaking, listening, and viewing, as well as an understanding of Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and websites. Students will be able to understand the material presented on a variety of topics related to contemporary events and issues in Hispanic communities through the study of Hispanic literacy texts representing the Spanish- speaking world: Spain, South America, Central America, Caribbean, and Mexico. After completion of this course, students will go to a Spanish Level III Honors course. Proficiency exam will be given at the end of the course.

Spanish for Native Speakers II HS

Course Code: 11502Y0. ACMS Only.

Prerequisite: Spanish/Heritage Speaking students who have formally studied Spanish in an academic setting in the same way that native English-speaking students study English Language Arts. A placement examination will be administered at the beginning of the course.

This course is based on the AP Thematic Units such as Beauty and Aesthetics, Global Challenges, Science and Technology, Families and Communities, Personal and Public Identities and Contemporary Life. It focuses on the development of communicative competence in reading, writing, speaking, listening, and viewing, as well as an understanding of Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and websites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities through the study of Hispanic literacy texts representing the Spanish speaking world: Spain, South America, Central America, Caribbean, and Mexico. After completion of this course, students will go to a Spanish Level III Honors course. Proficiency exam will be given at the end of the course.

Additional Elective Course Offerings

Journalism

Students study techniques of journalistic writing, layout, the organization of the newspaper staff, and the history of American journalism. Students also survey mass media, photography, television, and radio reporting. Journalism students receive on-the-job training as they assist in reporting, in layout, in selling, and in circulating each edition of the newspaper.

Library Science

This course is open to all students who are interested in working in the media center for one class period each day. The library science course will include instruction in media skills, equipment care and operation, as well as providing library services to students and staff.

Peer Helping

This course is designed to further develop and reinforce basic communication skills and enhance self development. Students will be trained as peer helpers and then be utilized as tutors and individual counselors. As a peer helper, the student will become familiar with crisis situations in the form of prevention and intervention. This course uses students who are willing to contribute their time for the benefit of their classmates.

Differentiated Study

Differentiated Study is an approved site-based course.

Middle School Career & Technical Education Electives

General Information

The mission of Career and Technical Education (CTE) is to help empower students for effective participation in a global economy as world-class workers and citizens. CTE course electives offer students the opportunity to experience hands-on, real-world learning through various program areas, Career and Technical Student Organizations, and work-based learning strategies where applicable. Sixth-grade courses are offered in a nine week exploratory rotation while seventh and eighth-grade courses are offered in a semester format (18 weeks). Not all courses are taught at every school. See your school counselor for details.

Agriculture Science

This middle school course pathway introduces students to the industry of agriculture. Topics of instruction include animal science, agricultural science and technology, plant science, agricultural issues, natural resources, food science, stewardship, consumer agriculture, and careers in agricultural science. English language arts, mathematics, and science are reinforced. Work-based FFA competitive events community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences

The following courses are available within this course pathway:

Course Code	Course Title	Grade Levels Offered
AY202Y0	Exploring Environmental and Natural Resources	6th Grade
AY212Y0	Exploring Animal and Plant Science	7th Grade
AY222Y0	Exploring Food and Agriculture Products	8th Grade
AY232Y0	Exploring Agriculture Issues	8th Grade

Coding in Minecraft

Coding in Minecraft is a computer science credential program with supporting curriculum delivered through Minecraft: Education Edition. The pathway comprises three courses that immerse students in a Minecraft world to develop and prove their coding skills using MakeCode and JavaScript or Python. The curriculum is aligned to the NC K-12 Computer Science Standards. Each course is 18 weeks in length. These courses satisfy the middle school computer science state requirement.

Course Code	Course Title	Grade Levels Offered
CY302Y0	Coding in Minecraft-Introductory	6th , 7th , 8th Grade
CY312Y0	Coding in Minecraft-Intermediate	6th , 7th , 8th Grade
CY322Y0	Coding in Minecraft-Advanced	6th , 7th , 8th Grade

Computer Science Discoveries

Computer Science Discoveries are introductory computer science courses that empower students to create authentic artifacts and engage with computer science as a medium for creativity, communication, and problem solving. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. These courses satisfy the middle school computer science state requirement.

Course Code	Course Title	Grade Levels Offered
CY202YO	Computer Science Discoveries I	6th , 7th , 8th Grade
CY212Y0	Computer Science Discoveries II	6th , 7th , 8th Grade
CY222Y0	Computer Science Discoveries III	6th , 7th , 8th Grade

Computer Skills and Applications

This middle school course pathway is composed of instructional modules designed to provide hands-on instruction in basic keyboarding skills, computer concepts, and software applications. The software applications include word processing, desktop publishing, presentation software, spreadsheets, and databases. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The following courses are available within this course pathway:

Course Code	Course Title	Grade Levels Offered
CY012Y0	Keyboarding and Basic Word Processing (9 weeks)	6th Grade
CY042Y0	Digital Literacy (9 weeks)	6th Grade
CY022Y0	Introduction To Office Productivity	7th Grade
CY032YO	Office Productivity Applications	8th Grade

Exploring Business, Marketing, and Entrepreneurship

This middle school course is designed to explore the nature of business in an international economy and to study related careers in fields such as entrepreneurship, financial services, information technology, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem-solving and thinking skills. This course contributes to the development of a career development plan. English language arts, mathematics, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The following course is available within this course pathway:

Course Code	Course Title	Grade Levels Offered
BY122Y0	Exploring Business Activities	7th Grade

BY132Y0	Exploring Business Procedures and Leadership	7th or 8th Grade
BY102Y0	Exploring Business and Entrepreneurship	7th or 8th Grade

Exploring Career Decisions

This middle school exploratory course grouping provides an orientation to the world of work. Emphasis is placed on self-awareness, understanding the world of work, and the career planning process. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to, communication, personnel management, and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips and job shadowing. Student participation in Career and Technical Student Organization (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Schools may offer the state curriculum and/or the Paxton/Patterson curriculum. The following courses are available within the course pathway:

Course Code	Course Title	Grade Levels Offered
EY102Y0	Exploring Personal Characteristics and Careers	6th , 7th , 8th Grade
EY112Y0	Exploring Careers and Employment	6th , 7th, 8th Grade
EY122Y0	Exploring Financial Literacy	8th Grade

Family and Consumer Sciences

This middle school course pathway allows students to explore life skills essential for their roles as managers, consumers, workers, and family members both now and in the future. Areas of study include managing resources, relating with others, making healthy food choices, learning about children, and preparing for careers. Art, mathematics, and science are reinforced. English language arts, mathematics, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The following courses are available within this course pathway:

Course Code	Course Title	Grade Levels Offered
FY142Y0	Exploring Childcare	7th or 8th Grade
FY132Y0	Exploring Personal Finance and Hospitality	7th or 8th Grade
FY112Y0	Exploring Nutrition and Wellness	8th Grade
FY122Y0	Exploring Apparel and Interior Design	8th Grade

PLTW Gateway to Technology

Project Lead the Way (PLTW) Gateway to Technology (GTT) is an activities-oriented program designed to challenge and engage the natural curiosity and imagination of students. Taught in conjunction with a rigorous academic curriculum, the program is divided into independent courses. English language arts, mathematics, and social studies are reinforced. Workbased learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available. The following courses are available within this course pathway:

Course Code	Course Title	Grade Levels Offered
CY662Y0	Science Of Technology	6th , 7th , 8th Grade
CY602Y0	Design and Modeling	6th , 7th , 8th Grade
CY612Y0	Automation and Robotics	6th , 7th , 8th Grade
CY672Y0	Magic of Electrons	6th , 7th , 8th Grade
CY682Y0	Green Architecture	6th , 7th , 8th Grade DBMS Only
CY642Y0	Energy and The Environment	6th , 7th , 8th Grade DBMS Only

Technology Education

This middle school course focuses on students' understanding how technological systems work together to solve problems and capture opportunities. As technology becomes more integrated and systems become dependent upon each other, this course gives students a general background on the different types of systems, with specific concentration on the connections between these systems. Art, English Language Arts, Mathematics, and Science are reinforced. Some courses satisfy the middle school computer science state requirement.

Course Code	Course Title	Grade Levels Offered
CY402Y0	Engineering: Exploring Technology I	6th Grade
CY412Y0	Engineering: Exploring Technology II	6th Grade
CY422Y0	Engineering: Invention and Innovation I	7th Grade
CY432Y0	Engineering: Invention and Innovation II	7th Grade
CY442Y0	Engineering: Technological Systems I	8th Grade
CY452Y0	Engineering: Technological Systems II	8th Grade

Academically and Intellectually Gifted General Information

AIG Cluster Reading Classes - 6th, 7th & 8th Grades

These classes are designed for students identified as Academically Gifted in Reading/Language Arts. If enrollment allows, other students who demonstrate high ability (classroom performance, End-of-Grade assessments, and/or

other acceptable standardized test scores) in the content area may be considered for placement into the cluster class. Students in the cluster classes are expected to complete research projects, extended reading assignments with products, advanced vocabulary activities, various essays developing thesis statements, and participation in enrichment and talent development services.

NC English I - 8th Grade

This class is designed for the academically gifted or advanced reading student. This course follows the NCSCOS for English I and requires students to demonstrate proficiency for standards of reading literature, reading informational text, writing, speaking and listening and language. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging texts, reflecting global perspectives, and comprehend texts of steadily increasing complexity. Students learn how to offer and support opinions/arguments, demonstrate understanding of topics of study and convey experiences in writing, clearly and coherently. Teachers differentiate methods to provide students ample opportunities to communicate their thinking and reasoning.

Accelerated/Compacted Mathematics – 6th Grade

This class is designed for the academically gifted or advanced math student. In accordance with state legislation and based on previous year EOG scores, additional students may be enrolled in this course. In addition to the topics covered in sixth-grade mathematics and the Standards for Mathematical Practice, students will receive instruction on seventh-grade math content standards. Additional topics include rational number operations, geometric concepts, and a deeper dive into probability. Manipulatives and appropriate technology such as calculators and application software will be used regularly for instruction and assessments. Students are expected to participate in various math related enrichment projects and competitions. If the student does not meet these criteria, the school's Needs Determination Team may review the student's performance to decide if the course is appropriate for the student.

Accelerated/Compacted Mathematics – 7th Grade

This class is designed for the academically gifted or advanced math student. In accordance with state legislation and based on previous year EOG scores, additional students may be enrolled in this course. In addition to the topics and Standards for Math Practice covered in seventh-grade mathematics, students will receive instruction on eighth-grade math content standards. Additional topics include modeling bivariate data with linear equations, using and modeling with functions and problem-solving. Manipulatives and appropriate technology such as calculators and application software will be used regularly for instruction and assessments. Students are expected to participate in various math related enrichment projects and competitions. If the student does not meet these criteria, the school's Needs Determination Team may review the student's performance to decide if the course is appropriate for the student.

NC Math I – 8th Grade

This class is designed for the academically gifted or advanced math student. In accordance with state legislation and based on previous year EOG scores, additional students may be enrolled in this course. In addition to the topics covered in eighth-grade mathematics, students will receive instruction on the NC High School Math 1 standards. All students enrolled in NC Math I in the 8th grade are required to take the NC Math I End of Course Test. High school course credit is awarded to students who successfully complete NC Math I in the 8th grade.

NC Math I provides students the opportunity to study the domains of Algebra, Geometry, Functions, Number and Operations, Statistics and Modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data. Manipulatives and appropriate technology such as calculators and application software will be used regularly for instruction and assessments.

Exceptional Children Scheduling

Compliance with the North Carolina Policies Governing Services for Children with Disabilities requires a scheduling process as follows:

- The IEP Team, including parents, shall consider the continuum of services options in determining appropriate ways to implement special education and regular education services.
- Resource class sizes should not exceed 12 students per period. Resource class sizes may go up to 14 students per period if additional staff (e.g., Teacher Assistant or an HQ core content teacher) is present.
- In so far as indicated by the students' IEPs, EC students should be clustered in heterogeneous, cooperative classes. The number of EC students clustered in a class should be a maximum of no more than 79% of the total class roster. The total number of EC students receiving support in a cooperative class should not exceed 14 students.
- A reading course, implementing a research-validated intervention program, must be scheduled for EC students whose IEP reflects the need for intensive intervention in the area of reading. An EC teacher trained in the use of the program must teach the class. This course must be offered in all schools.
- All EC teachers who teach a standard course of study core content course must be Highly Qualified (HQ) in that area in order to be the standalone Teacher of Record (TOR). The Team-Teaching designation in NCWISE should be utilized in instances where the EC teacher is not HQ in the core content area that they are teaching. This option would require a teacher who is HQ in the core area to team teach with the non HQ EC teacher. The teacher who is HQ in the core area would serve as the TOR. Other scheduling options such as a placement into Cooperative classes with additional study skills elective to address deficits in the area of Reading and Math may also be considered. Any changes that result in a change of continuums must be made by the IEP team and must be reflected within the IEP.
- If 51% or more students in a class are coded as grade level of K-6 then the class is deemed a 6th-grade class, then the K-6 or 6-9 area can cover the class.
- The class schedule for students must match the services/frequency page of the IEP.

Middle School Choice Programs

Anne Chesnutt Middle School

Grades 6-8 Year-Round (Uniform Dress Code) Features a year-round calendar (45 days of instruction followed by 15 days of intersession, enrichment, and vacation)

Middle School Dual Immersion Program

Rising E.E. Miller Elementary, Howard Hall Elementary, and W. H. Owen Elementary 6th Grade Immersion Students only and Spanish Heritage Native Speaking students.

- Provide opportunity for students who have completed the K-5 Language Immersion Program from E. E. Miller Elementary, Howard Hall Elementary, and W. H. Owen Elementary to continue the Language Immersion Program at the Middle School level in grades 6-8 • Immerses Spanish Native Speakers in a formal study of Spanish, focusing on grammar, reading, listening and writing, vocabulary development, exposure to the language and culture of Hispanic communities while increasing their language proficiency level.
- Provides Dual Spanish immersion language experience in a multicultural setting for students, parents, teachers and community alike and prepares students for the competitive nature of the 21st-century society.
- Provides content core instruction in Spanish in Mathematics, Science and Social Studies

Foreign Language and Global Communications

- Offers language experiences in Spanish, Mandarin Chinese, and Arabic
- Develops students' proficiency in the Chinese language and understanding of Chinese culture.
- Introduces students to the language, culture, and history of Arabic-speaking countries.
- Provides a Robotics program that prepares students for future ready jobs through an immersion of computer programming, teamwork, critical thinking, and innovation.
- Offers Interdisciplinary Global Studies courses

Cumberland Academy Virtual School 6-12

Grades 6 – 12

Cumberland Academy 6-12 is a premier, fully virtual school within CCS.

- The fully functioning virtual school is designed to provide students and their families with an alternative learning option using online, engaging, and interactive course content.
- Students take the same curricular courses as the district's traditional schools.
- The program emphasizes communication, collaboration, and creativity and is designed for motivated students who maintain high academic and attendance standards.
- The Virtual Academy encourages flexibility; middle school students have asynchronous learning time embedded in their instructional time.
- The school's mission is to provide a safe, positive, rigorous virtual learning environment.
- Cumberland Academy 6-12 students participate in community service projects throughout the year.

New Century International Middle School

Grades 6 - 8

Middle School Immersion Program

(Rising New Century International Elementary, E.E. Miller and W. H. Owen 6th Grade Immersion Students only)

- Provide the opportunity for students who have completed the K-5 Language Immersion Program from E. E. Miller, W. H. Owen, and New Century International Elementary to continue the Language Immersion Program at the Middle School level in grades 6-8
- Broadens skills in cultural awareness and global knowledge.
- Content instruction provided in Mandarin Chinese.
- Strengthening of language skills through interaction with other speakers of the language

R. Max Abbott Middle School

Grades 6-8

Global Studies

- Offers foreign language instruction at all grade levels.
- Provides access to the assessment process through student work products and regular progress reports.
- Utilizes technology as a tool for product development and presentation.
- Promotes student interest and involvement in learning through curriculum-correlated interdisciplinary units with culminating activities at the completion of each interdisciplinary unit of study.
- 6th-grade choice students must take 1 quarter of Spanish or French, 7th-grade choice students must take 1 semester of Spanish or French, and 8th-grade choice students must take Spanish I or French 1.

Reid Ross Classical School

Grades 6-12

Year-Round, Classical Studies (Uniform Dress Code)

- Provides rigorous academics, current technology, and the performing arts, while developing character, school pride, and civic responsibility from middle school through high school in a safe and structured environment
- Features a year-round calendar (45 days of instruction followed by 15 days of intersession, enrichment, and vacation)
- Features continuous education, grades 6-12

Seventy-First Classical Middle School

Grades 6-8

Classical Studies (Uniform Dress Code)

- Focuses on a traditional education in a structured environment and emphasizes academics, arts, character development, school pride, and civic responsibility.
- Promotes a rigorous course of study while focusing on cultural arts, technology, and global awareness.

- Offers interdisciplinary units of study.
- Prescribes a uniform dress code

Academic Intervention

Taken from CCS Board of Education policy 3405.

The identification of students at risk of academic failure shall be accomplished through a systematic process of assessment which includes, but is not limited to, standardized and/or criterion-referenced test data, student grades, the student's reading level, teacher observations and recommendations, and identified levels of proficiency in achieving the goals adopted by the Board of Education. Each student at risk of academic failure who is performing below grade level shall have a personal education plan (PEP) for academic improvement that shall be developed or reviewed and updated no later than the end of the first quarter or after the teacher has had up to nine weeks of instructional time with the student.

The PEP shall contain focused interventions and performance benchmarks designed to improve the student's performance in the targeted areas. Interventions may involve extended instructional opportunities that are different from previously attempted interventions and may include research-based best practices that meet the needs of students. Each PEP may provide for monitoring to determine the effectiveness of the interventions. Interventions may include coaching, mentoring, tutoring, summer school, Saturday school, extended days or other strategies developed by the superintendent and his/her leadership team. Intervention activities/practices and transportation necessary for participation in the intervention activities shall be provided free of charge.

The teacher, in consultation with the parent/guardian and student (middle and high school), shall develop the PEP. When applicable, the teacher shall seek input from the student's special education teacher(s). The teacher shall encourage the parent(s)/guardian, and student (middle and high school) to sign the plan to indicate a supportive partnership between home and school in ensuring the student's success. The PEP shall be reviewed by the grade level team or the department within two weeks of its development.

The principal or designee shall notify the student's parent that the student has a personal education plan and provide the parent with a copy of the plan. The parent should be included in the implementation and ongoing review of the plan. Frequent communication between the teacher and parents is encouraged to evaluate the success of the targeted interventions and achievement expectations.

If retention is a possibility, two written notices must be given to the parent(s) or guardian(s). The first notice, requesting a parent conference, must be sent by the end of first semester or the equivalent in a block schedule, with the conference scheduled within two weeks of the date of the notice. If retention remains a possibility, the second written notice must be sent by the end of the fifth week of the fourth grading period or the equivalent in a block schedule. When assessing the possibility of retention of children receiving Exceptional Children's services, the student's progress toward meeting IEP goals shall be considered in conjunction with the student's performance on the Standard Course of Study/Extended Content Standards.

At any time, the teacher may refer the student to the Student Services Team (SST) for consultation and assistance with intervention identification, implementation, and progress monitoring. Students shall be referred for further evaluation by an IEP or 504 team if they consistently demonstrate a lack of progress or when otherwise appropriate. See policy 3520, *Special Education Programs/Rights of Students with Disabilities.*

Promotion Standards

Taken from CCS Board of Education policy 3420.

Purpose

The Cumberland County Board of Education holds high expectations for all students and believes staff, students, parents, and the community must share accountability for student achievement. Local student standards and performance guidelines are based on the need for students to demonstrate proficiency in core subject areas and a belief in the need to provide early and ongoing assistance to students who are not performing at a proficient level. It is imperative that promotion standards be rigorous enough to provide students with the skills, knowledge, and confidence they need to be successful at the next grade level. The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time or as little time needed to be proficient at a particular level of study. Students who are identified as being at-risk of academic failure should be identified and provided with a personal education plan as required by state statute and policy 3405, *Students At Risk of Academic Failure.*

Standards for Progression

The superintendent shall establish standards and a process for determining a student's readiness to progress to the next level of study. The standards must provide multiple criteria for assessing the student's readiness, such as standardized tests, grades, a portfolio or anthology of the student's work and, when appropriate, consideration of accepted standards for assessing developmental growth. Principals shall ensure that the standards are used by teachers and school administrators in continuously monitoring the student's progress toward attainment of proficiency and in assessing each student's readiness to progress to the next level of study. Principals have the ultimate authority to grade, promote and to retain students based upon the standards set by the Cumberland County Board of Education and the State Board of Education.

Credit By Demonstrated Mastery (CDM)

Every student deserves a high-quality education, and the Credit by Demonstrated Mastery policy ensures that every student has the opportunity for the most rigorous and appropriate course of study based on academic progress and need. This policy emerged from shared views of the North Carolina General Assembly and the North Carolina State Board of Education. The General Assembly believes that "public schools should challenge all students to aim for academic excellence" (Article 9B), while the State Board of Education's mission, adopted in 2006, is that "every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century." Achieving this requires that students are able to progress and advance in coursework when they are ready, without the traditional barrier of seat time. A student able to demonstrate a deep understanding of the knowledge and skills required of a particular course will earn credit for that course so that he/she may spend their time more effectively in another course where they will learn and experience new content and material. The State Board of Education has stated, "A great public education system is one that is ambitious and prepares all students for postsecondary education, careers, citizenship, and lifelong learning. It sets high standards and fosters the critical thinking and other skills needed in today's global economy." By providing the opportunity to earn CDM, uniquely qualified students who possess mastery knowledge of content are able to personalize their learning and use their education time in courses that provide new challenges and content. For more information visit NCDPI Credit by Demonstrated Mastery.

Cumberland County Schools Student Accountability and Promotion Standards

In addition to any other promotion standards established by the superintendent, students must meet the local promotion standards established below. Students shall not be retained more than once in the K-5 grade span or twice in grades K-8 without prior consultation with the superintendent or designee. The superintendent shall develop procedures addressing personalized education plans.

Grades 6-8 Local Promotion Standards

Students in grade 6-8 must earn a passing grade of 60 or higher in language arts, reading, math, social studies, science, health and physical education. Additionally, students must earn a passing grade of 60 or higher in one of the following: vocations, cultural arts, foreign language, or any approved elective. Final promotion decisions shall be based on mastery of grade- level skills as measured by teacher assessments, North Carolina End of Grade Tests, and other local and state recommended assessments.

Promotion Standards for Students with Disabilities

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the EOG or the EOC tests, promotion decisions shall be determined by the Student Services team in consultation with the IEP team. The Student Services and IEP teams shall consider the student's present level of functioning, the extent the student has achieved the goals and objectives in his or her IEP, and the student's extent of competency in the course of study the student is receiving in accordance with their demonstrated abilities and maturation level. All intervention strategies and other opportunities, benefits and resources that are made available to students without disabilities must be made available to students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

Appeals of Promotion Decisions

To The School Principal

Within five working days of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the principal. The principal shall convene a promotion/retention committee to review the data and make a decision.

To The Superintendent

Within five working days of receiving the school's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without rational basis) or otherwise an abuse of discretion.

The superintendent must render a decision within 10 working days of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues or reverse the decision. The superintendent's findings must be in writing and must be provided to the parents.

To The Board Of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in section E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

It is the policy of Cumberland County Schools not to discriminate on the basis of race, sex, or handicap in its educational programs, activities, or employment policies as required by Title IX of the 1972 Educational Amendments. All courses are open to students regardless of race, sex, color, national origin, creed, disadvantaging, or handicapping condition.

Discrimination inquiries regarding compliance with the Title IX of the 1972 Educational amendments or Section 504 of the Rehabilitation Act of 1973, should be directed to the office of Public Affairs, Cumberland County Schools, P. O. Box 2357, Fayetteville, North Carolina 28302, 910-678-2303.



CUMBERLAND COUNTY SCHOOLS

2465 Gillespie Street
Fayetteville, NC 28306
910-678-2300
www.ccs.k12.nc.us