



DAVIS DRIVE MIDDLE SCHOOL ACADEMIC PLANNING GUIDE 2015 – 2016

The Wake County Public School System Middle School Program is structured to respond to the unique and changing needs of adolescents. Middle school students complete a required core academic program of Language Arts, Mathematics, Social Studies, Science, and Healthful Living. Students also participate in an elective program that allows them to select courses from an array of offerings, such as second language, fine arts, and career and technical education. Descriptions for courses offered at Davis Drive Middle School are highlighted in this guide via excerpts from the 2015-16 Middle School Planning Guide.

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MIDDLE SCHOOL PROGRAM

The Middle School Program provides students with opportunities to question and explore, to achieve and succeed, to belong and participate, and to think and create. Typically, middle schools are organized into interdisciplinary teacher teams in which two to six teachers assume joint responsibility for the instructional program of a given group of students. This organization offers advantages for students, teachers, and parents. For example, while the population of a middle school may be 1,200 students, a sixth grader may be on a team of 60 to 170 students. The teachers on the team, therefore, are able to better personalize instruction to meet the needs of their students.

Essential to students' growth during the middle school years is the development of positive character traits. Listed below are the character traits that our school system believes are an important part of every child's education. Whenever possible and appropriate for the grade level, teachers incorporate character education in their lessons and classroom activities.

Courage:

- Having the determination to do the right thing even when others do not
- Having the strength to follow your conscience rather than the crowd
- Attempting difficult things that are worthwhile

Good Judgment:

- Choosing worthy goals and setting proper priorities
- Thinking through the consequences of your actions
- Basing decisions on practical wisdom and good sense

Integrity:

- Having the inner strength to be truthful, trustworthy, and honest in all things
- Acting justly and honorably

Kindness:

- Being considerate, courteous, helpful, and understanding of others
- Showing care, compassion, friendship, and generosity
- Treating others as you would like to be treated

Perseverance:

- Being persistent in pursuit of worthy objectives in spite of difficulty, opposition, or discouragement
- Exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures

Respect:

- Showing high regard for authority, for other people, for self, for property, and for country
- Understanding that all people have value as human beings

Responsibility:

- Being dependable in carrying out obligations and duties
- Showing reliability and consistency in words and conduct
- Being accountable for your own actions
- Being committed to active involvement in your community

Self-Discipline:

- Demonstrating hard work and commitment to purpose
- Regulating yourself for improvement and restraining from inappropriate behaviors
- Being in proper control of your words, actions, impulses, and desires
- Choosing abstinence from premarital sex, the use of drugs, alcohol, tobacco, and other harmful substances and unhealthy behaviors
- Doing your best in all situations

DAVIS DRIVE ADMINISTRATION & STUDENT SUPPORT SERVICES 2015-16

ADMINISTRATION

Dr. Edye Morris-Bryant, Principal
Mr. Rick Williams, Assistant Principal (8th grade)
Mr. Dave Gaudet, Assistant Principal (7th grade)
Mrs. Cyndi Yaeger, Assistant Principal (6th grade)

SCHOOL COUNSELORS

Phil Echols, Lead Counselor (8th grade)
Michelle Young, Counselor (8th grade)
Helen Everitt, Counselor (7th grade)
Amanda Allen, Counselor (6th grade)

STUDENT SUPPORT

Kandie Cruikshank, Data Manager
Shannon Oakes, AIG Teacher
Sara Davis, School Social Worker
Teri Nelson, Student Services Assistant
Monica Hennessy, Speech/Language Pathologist
Patsy Myer, ALC Intervention Services
Janice Farrell, Intervention Services
Kathy Vitiello, School Psychologist
Jackie Kacich, School Nurse

GRADING SYSTEM

LETTER GRADES

The grading scale below is pending changes to Policy 5520 R&P in spring 2015.

Students earn letter grades of A, B, C, D, or F on their report cards. They may also be assigned a grade of "INC" for "Incomplete" if, because of an emergency, they do not complete work by the end of the grading period. The "Incomplete" becomes an "F" if work is not finished by an assigned time. Letter grades have the following numerical values:

A	90-100
B	80-89
C	70-79
D	60-69
F	less than 60

**Performance on the End-of-Course (EOC) test will count as 25% of the final grade for students enrolled in Common Core Math I or any other high school credit course that requires an EOC. Students enrolled in other high school credit courses will have an exam that counts 20% of the overall grade. Depending on the course, this may be a state, district, or teacher exam.

REPORT CARDS

Report cards are issued within a week following the end of each grading period. At the midpoint of the all reporting periods, all students receive interim reports to take home to parents.

PROMOTION REQUIREMENTS

Wake County Public School System (WCPSS) policy (5530) requires grade-level proficiency in reading and mathematics in order to be promoted to the next grade level in grades 6-8. To be promoted, students must meet test proficiency standards and receive a passing grade (D or better) in:

- Language Arts
- Mathematics
- Science or Social Studies
- Half of all remaining courses taken.

In addition to academic performance requirements, students must meet the requirements of the **WCPSS attendance policy**. Failure to meet the requirements of the attendance policy may result in failure of a class and grade retention. Such students receive a grade of "FF." North Carolina Law [1 15C-288(a)] mandates that the final decision regarding promotion or retention of students lies with the principal.

SUPPORT FOR ALL STUDENTS

SMART BLOCK

SMART Block is a daily 30 minute period (9:19-9:49am), which provides students with additional instructional support in core and elective courses, test/quiz preparation, assessment make-up, free reading (SSR), time to work on homework, enrichment, organizational support, remediation, and other assistance. Students have the ability to choose where they go for SMART Block. The only exception is if a teacher requests a student's presence for a SMART Block session by stamping their agenda, then that student must go to that teacher.

ACADEMICALLY AND/OR INTELLECTUALLY GIFTED (AIG)

At the middle school level, screening and placement for the Academically and/or Intellectually Gifted program occur as appropriate and on an individual basis. Teachers and/or parents may nominate students for the AIG Program during the first or second semester screening window. Students may be identified for services in language arts, mathematics, or in both areas. Students in the Wake County Public School System are identified using a state-approved model that includes not only aptitude and achievement test scores, but also other indicators of giftedness such as classroom behaviors, performance, interest, and motivation. Students who meet the criteria for AIG services are identified accordingly. Students who qualify for the AIG program are served through differentiation strategies designed to provide challenges and appropriate instruction in language arts classes and/or in mathematics courses.

SPECIAL EDUCATION SERVICES

All Wake County Public School System middle schools provide services for students who require special education because of a disability. Federal and state laws govern eligibility for special education. Students who are suspected of having a disability are referred by their parents or by school personnel for screening and evaluation. Following the evaluation, a team of qualified individuals determines whether the student is eligible. A team, including the parent, develops for every eligible student an Individualized Educational Program (IEP), which identifies the student's strengths and weaknesses and sets annual goals and short-term objectives or benchmarks. The IEP also identifies the appropriate services and least restrictive placement which are required to meet the individual needs of the student.

SPECIAL EDUCATION COURSE OPTIONS

Literacy Connections/Writing:

Literacy Connections is a class focusing on Common Core State Standards for students who are reading at approximately a 2nd to beginning 4th grade level. These classes are

designed to explicitly and systematically teach strategies to remediate deficit areas in vocabulary, comprehension, and writing. Scaffolded instruction as well as supplemental and alternate text options will enable students to access the grade level lessons. This class is recommended for sixth and seventh grades only.

Literacy Essentials/Writing:

Literacy Essentials is a class intended for a very small group of specific students who read at an extremely low level (first to second grade) and are unable to benefit from a Literacy Connections or ICR class. This class is designed to explicitly and systematically teach vocabulary, comprehension and basic writing skills.

Math Connections:

This course is designed for students at least two grade levels below who are not making sufficient progress with a single ICR math or general education math class, and who are in need of explicit and systematic specialized math instruction and concrete support of developmental math skills to access grade level Common Core math standards. A focus on assessment, progress monitoring, and targeted instruction encourages the expected student behaviors associated with gaining math skills as identified by the Common Core standards of mathematical practice

Math Essentials:

This course is for students with only emerging early numeracy skills. Typically, students will not be able to access abstract concepts presented in general education math classes even with support. This class is designed to explicitly and systematically teach basic number sense skills in addition to other skills on the appropriate developmental Common Core math learning trajectories. All students should be on Extend 2 and, generally, should represent the lowest 5% of students with disabilities.

Math Resource:

This course is for students who need explicit and systematic instruction and concrete support to access grade level SCOS skills. Remedial needs are also addressed through explicit and systematic development of base ten number sense, fraction development, and problem solving using emergent number sense.

Curriculum Assistance:

Curriculum Assistance (CA) is a class designed to provide support for students with disabilities who are enrolled in regular education classes. The four main components of CA are collaboration/communication between teacher, parent and student; tutorial assistance; remedial assistance and study skills instruction. The student is taught to prioritize, organize, take notes, take tests, proofread, follow directions, and use reference materials.

Essentials of Social Sciences and Technology:

This class is designed for students who read approximately on the 1st to beginning 2nd grade level and are unable to participate successfully in the essential standards for science, social studies, and/or technology courses.

In-Class Resource (ICR):

ICR provides support to students who need the opportunity to receive grade level instruction. The special education teacher and the general education teacher collaborate and co-teach to incorporate multi-sensory strategies into instruction and ensure that modifications and accommodations outlined in the IEP allow students who are below grade level to benefit from the class. The students in ICR classes who require direct instruction on skills may receive support in a decoding class, and/or CA. Students who just need organization skills are best served through accommodations or CA.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

Students whose home language is not English and who are identified as LEP may enroll in English as a Second Language (ESL) courses. The focus of the ESL classroom is to help students obtain English proficiency in order to participate fully and successfully in all academic areas.

ENGLISH AS A SECOND LANGUAGE (ESL) COURSE OPTIONS

ESL I (year-long course)

This course is recommended for students who score Entering-Level 1 on the reading section of the W-APT or ACCESS tests. The focus of this course is to help students acquire conversational English, beginning content area oral language, and basic reading and writing skills.

ESL II (year-long course)

This course is recommended for students who score Beginning-Level 2 on the reading section of the W-APT or ACCESS tests. This course focuses on developing content area academic vocabulary, grammar, reading, and writing skills.

ESL III (year-long course)

This course is recommended for students who score Developing-Level 3 on the reading section of the W-APT or ACCESS tests. This course continues to develop and utilize content area academic vocabulary, grammar, reading and writing skills.

Program Descriptions

*** SIXTH GRADE CORE PROGRAM ***

Sixth grade students study Language Arts, Mathematics, Science, Social Studies, and Healthful Living. Davis Drive Middle School also offers a program of electives that includes a Second Language, Visual Arts, Computer Skills, Family and Consumer Science, Band, Strings, Intervention, Dance, and Technology courses.

Sixth Grade English/Language Arts

Following the Common Core State Standards for English Language Arts, sixth graders develop skills in reading, writing, speaking and listening, and language through experience with print and digital resources. Students read a wide range of text, varying in levels of sophistication and purpose. Through print and non-print text, they develop comprehension strategies, vocabulary, as well as high order thinking skills. They read a balance of short and long fiction, drama, poetry, and informational text such as memoirs, articles, and essays and apply skills such as citing evidence, determining theme, and analyzing how parts of the text affect the whole.

Students learn about the writing-reading connection by drawing upon and writing about evidence from literary and informational texts. Writing skills, such as the ability to plan, revise, edit, and publish, develop as students practice skills of specific writing types such as arguments, informative/explanatory texts, and narratives. Guided by rubrics, students write for a variety of purposes and audiences, and each student's writing and product samples are compiled in a portfolio. Sixth graders also conduct short research projects drawing on and citing several sources appropriately.

They hone skills of flexible communication and collaboration as they learn to work together, express and listen carefully to ideas, integrate information and use media and visual displays to help communicate ideas. Students learn language conventions and vocabulary to help them understand and analyze words and phrases, relationships among words, and shades of meaning that affect the text they read, write, and hear. Students are encouraged to engage in daily independent reading to practice their skills and pursue their interests.

Sixth Grade Mathematics

The Common Core State Standards for Mathematics consist of two types of standards – Standards for Mathematical Practice that span K-12 and Standards for Mathematical Content specific to each course. The Standards for Mathematical Practice rest on important “processes and proficiencies” with longstanding importance in mathematics education. They describe the characteristics and habits of mind that all students who are mathematically proficient should be able to exhibit.

The eight Standards for Mathematical Practice are:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Standards for Mathematical Content in Grades 6 – 8 are organized under domains: *The Number System, Ratios and Proportional Relationships, Functions, Expressions and Equations, Geometry, and Statistics and Probability.*

Common Core Math 6

The foci of Common Core Math 6 are outlined below by domain.

Ratios and Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems. **The Number System:** Apply and extend previous understandings of multiplication and division to divide fractions by fractions; multiply and divide multi-digit numbers and find common factors and multiples; apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations: Apply and extend previous understandings of arithmetic to algebraic expressions; reason about and solve one-variable equations and inequalities; represent and analyze quantitative relationships between dependent and independent variables.

Geometry: Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability: Develop understanding of statistical variability; summarize and describe distributions.

Common Core Math 6 PLUS

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

Ratios and Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems; analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System: Apply and extend previous understandings of multiplication and division to divide fractions by fractions; multiply and divide multi-digit numbers and find common factors and multiples; apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations: Apply and extend previous understandings of arithmetic to algebraic expressions; reason about and solve one-variable equations and inequalities; represent and analyze quantitative relationships between dependent and independent variables.

Geometry: Solve real-world and mathematical problems involving area, surface area, and volume; solve real-life and mathematical problems involving angle and measure.

Statistics and Probability: Develop understanding of statistical variability; summarize and describe distributions.

Common Core Math 7 PLUS

Common Core Math 7 PLUS is a compacted course comprised of a portion of standards from Common Core Math 7 and a portion of standards from Common Core Math 8. The foci of the course are outlined below by domain.

The Number System: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations: Use properties of operations to generate equivalent expressions; solve real-life and mathematical problems using numerical and algebraic expressions and equations; work with radicals and integer exponents; understand the connections between proportional relationships, lines, and linear equations; analyze and solve linear equations.

Geometry: Draw, construct and describe geometrical figures and describe the relationships between them; solve real-life and mathematical problems involving angle measure, area, surface area, and volume; understand congruence and similarity using physical models, transparencies, or geometry software; solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability: Use random sampling to draw inferences about a population; draw informal comparative inferences about two populations; investigate chance processes and develop, use, and evaluate probability models.

Compacted Math 6 PLUS / Math 7 PLUS

Compacted Math 6 Plus / Math 7 Plus provides students a more accelerated version of the content in Math 6 Plus and Math 7 Plus. Overall, this course will include all content objectives for grade 6, grade 7 and half of the course content for grade 8. Due to the quick pace of this course, it is designed for the highly proficient and highly gifted learner. Parents and students are strongly recommended to consult with their principal, counselor and/or other appropriate school staff prior to requesting this course to gain a full understanding of its requirements.

Sixth Grade Science

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies.

By the end of this course, the students will be able to:

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

Sixth Grade Social Studies

Students in sixth grade will continue to expand the knowledge, skills, and understandings acquired in the fourth and fifth grade studies of North Carolina and the United States by connecting those studies to their first formal look at a study of the world. Sixth graders will focus heavily on the discipline of geography by using the themes of location, place, movement, human-environment interaction, and region to understand the emergence, expansion, and decline of civilizations and societies from the beginning of human existence to the Age of Exploration. Students will take a systematic look at the history and culture of various world regions including the development of economic, political and social systems through the lens of change and continuity.

As students examine the various factors that shaped the development of civilizations, societies, and regions in the ancient world, they will examine both similarities and differences among these areas. A conscious effort will be made to integrate various civilizations, societies, and regions from every continent (Africa, Asia, Europe and the Americas). During this study, students will learn to recognize and interpret the “lessons of history;” those transferable understandings that are supported throughout time by recurring themes and issues.

Healthful Living

Healthful Living is required for all 6th grade students and includes health education and physical education. These two courses complement each other as students learn how to be healthy and physically active for a lifetime. Because our health and physical fitness needs are so different from a generation ago, the nature of healthful living is changing. Poor health choices (i.e., use of alcohol and other drugs, poor nutrition, and physical inactivity) now account for more than 50% of the preventable deaths in the United States.

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

In sixth grade, students will learn a variety of communication techniques that will allow them to employ critical thinking skills to make positive health decisions. Students will appraise their own health and fitness status, understand sound nutrition principles and develop sensible exercise practices. This knowledge will be applied as they demonstrate

the ability to set, pursue and achieve personal health and fitness goals. Students will engage in physical activities that provide opportunities for rhythmic/dance movement, lead-up games enhancing basic sport skills, offensive and defensive game strategies, game rules/etiquette, problem solving, fair play, and sportsmanship.

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

Sixth Grade Elective Descriptions 2015-2016

DISCLAIMER: Final decisions regarding elective class offerings are subject to change based on student interest and staff availability.

YEAR-LONG ELECTIVES (36 WEEKS)

BEGINNING BAND

Emphasis is on the acquisition of basic musical skills as students learn to play a brass, woodwind, or percussion instrument. Band classes prepare several concert compositions that are performed for an audience. Students should anticipate some after-school practices and evening performances. Please note that students must take band in 6th grade if they want to participate in band during 7th or 8th grades.

BEGINNING STRINGS

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

INTERMEDIATE STRINGS

The curriculum for Intermediate Strings is a continuation of Beginning Strings, or for students who enter middle school with previous experience. Solo and orchestral literature from a variety of time periods and cultures is studied in this class. Emphasis is on varied bowing, ear training, identifying and playing various styles, and the deeper understanding of musical terms. Students prepare a number of concert selections that are performed for

an audience. Students should anticipate some after-school practices and evening performances.

SEMESTER ELECTIVES (18 WEEKS)

COMPUTER SKILLS AND APPLICATIONS I

This middle school course is composed of instructional modules designed to allow students to learn the touch method of keyboarding, basic digital literacy and computer knowledge, and basic word processing and document formatting skills. English language arts and mathematics are reinforced.

EXPLORING FAMILY AND CONSUMER SCIENCES – FAMILY FOCUS

This middle school course is composed of instructional modules designed to explore basic Family and Consumer Sciences foundations and skill sets. The modules that are covered in this course are: interpersonal relationships, nutrition and wellness, early child care and education, and interior design. Students are eligible to receive the American Red Cross® Babysitter certification. English language arts and mathematics are reinforced.

EXPLORING FAMILY AND CONSUMER SCIENCES – CONSUMER FOCUS

This middle school course is composed of instructional modules designed to explore basic Family and Consumer Sciences foundations and skill sets. The modules that are covered in this course are: personal finance and resource management, food service and hospitality, and apparel. Students are eligible to receive EverFi’s Vault™ and the NC eFoodhandler™ certifications. English language arts and mathematics are reinforced. 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 through authentic experiences.

TECHNOLOGY DESIGN AND INNOVATION - SECTION A

This middle school course focuses on applying the design process in the invention or innovation of a new product, process, or system. Through engaging activities and hands-on projects, students focus on understanding how criteria, constraints, and processes affect designs. Emphasis is placed on brainstorming, visualizing, modeling, testing, and refining designs. Students develop skills in researching information, communicating design information, and reporting results. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art.

BEGINNING SPANISH

This course is an introduction to Spanish language and culture. Major topics include culture, geography, greetings, colors, numbers, classroom objects, the calendar, telling

time, weather expressions, the house, transportation vocabulary, feelings, animals, foods, questions and interrogatives, the family, holidays, art, and clothing.

VISUAL ARTS EXPLORATORY

This course introduces students to the elements of art through painting, printmaking, pottery, and weaving. Application of these elements to the students' own original art work is the major emphasis.

INTRODUCTION TO DANCE

This course introduces creative movement, improvisation, and choreography through basic modern dance techniques. Section A is for students without previous dance experience. Section B is for students that have 2-3 years of current experience in Jazz and/or Ballet.

*** SEVENTH GRADE CORE PROGRAM ***

Seventh grade students continue their study in Language Arts, Mathematics, Science, Social Studies, and Healthful Living. Davis Drive Middle School also offers a program of electives that includes a Second Language, Visual Arts, Computer Skills, Family and Consumer Science, Band, Strings, Intervention, Dance, and Technology courses.

Seventh Grade English/Language Arts

Following the Common Core State Standards for English Language Arts, seventh graders develop skills in reading, writing, speaking and listening, and language through experience with print and digital resources. Students read a wide range of texts, varying in levels of sophistication and purpose. Through print and non-print texts, they increase comprehension strategies, vocabulary, as well as high order thinking skills. They read a balance of short and long fiction (with a focus on historical fiction), drama, poetry, and informational text such as memoirs, articles, and essays and apply skills such as citing textual evidence, analyzing points of view and presentation, and examining how parts of the text affect the whole. Experience with a variety of text types and text complexity helps students develop a knowledge-base essential for recognizing and understanding allusions.

Students learn about the writing-reading connection by drawing upon and writing about evidence from literary and informational texts. Writing skills, such as the ability to plan, revise, edit, and publish, develop as students practice skills of specific writing types such as arguments, informative/explanatory texts, and narratives. Guided by rubrics, students write for a variety of purposes and audiences, and each student's writing and product samples are compiled in a portfolio. Seventh graders also conduct short research projects drawing on and citing several sources appropriately.

They hone skills of flexible communication and collaboration as they learn to work together, express and listen carefully to ideas, integrate information and use media and visual displays to help communicate ideas. Students learn language conventions and vocabulary to help them understand and analyze words and phrases, relationships among words, and nuances that affect the text they read, write, and hear. Students are encouraged to engage in daily independent reading to practice their skills and pursue their interests.

Seventh Grade Mathematics

The Common Core State Standards for Mathematics consist of two types of standards – Standards for Mathematical Practice that span K-12 and Standards for Mathematical Content specific to each course.

The Standards for Mathematical Practice rest on important “processes and proficiencies” with longstanding importance in mathematics education. They describe the characteristics and habits of mind that all students who are mathematically proficient should be able to exhibit. The eight Standards for Mathematical Practice are:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Standards for Mathematical Content in Grades 6 – 8 are organized under domains: *The Number System, Ratios and Proportional Relationships, Functions, Expressions and Equations, Geometry, and Statistics and Probability.*

Common Core Math 7

The foci of Common Core Math 7 are outlined below by domain.

- ***Ratios and Proportional Relationships***: Analyze proportional relationships and use them to solve real-world and mathematical problems.
- ***The Number System***: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- ***Expressions and Equations***: Use properties of operations to generate equivalent expressions; solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- ***Geometry***: Draw, construct and describe geometrical figures and describe the relationships between them; solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- ***Statistics and Probability***: Use random sampling to draw inferences about a population; draw informal comparative inferences about two populations; investigate chance processes and develop, use, and evaluate probability models.

Common Core Math 7 PLUS

Common Core Math 7 PLUS is a compacted course comprised of a portion of standards from Common Core Math 7 and a portion of standards from Common Core Math 8. The foci of the course are outlined below by domain.

- ***The Number System***: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; know that there are numbers that are not rational, and approximate them by rational numbers.
- ***Expressions and Equations***: Use properties of operations to generate equivalent expressions; solve real-life and mathematical problems using numerical and algebraic expressions and equations; work with radicals and integer exponents; understand the connections between proportional relationships, lines, and linear equations; analyze and solve linear equations.
- ***Geometry***: Draw, construct and describe geometrical figures and describe the relationships between them; solve real-life and mathematical problems involving angle measure, area, surface area, and volume; understand congruence and similarity using physical models, transparencies, or geometry software; solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- ***Statistics and Probability***: Use random sampling to draw inferences about a population; draw informal comparative inferences about two populations; investigate chance processes and develop, use, and evaluate probability models.

Common Core Math I (for High School Credit)

****Prerequisite: successful completion of Common Core Math 7 PLUS –OR– successful completion of Compacted Math 6 PLUS / Math 7 PLUS***

This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Common Core Math I. The final exam is the North Carolina End-of-Course (EOC) Test based on the Math I Standards.

Please note that:

- North Carolina's Future Ready Core requires four mathematics courses to be taken and passed for high school graduation, one of which is Common Core Math I.
- High School Mathematics courses taken and successfully completed at Davis Drive Middle School will count as credit toward high school graduation. However, the letter grade earned in Common Core Math I will not contribute to the student's high school GPA.
- Except in extraordinary circumstances as outlined by the state, students will not be able to withdraw from this class after the 20th day of school (10th day on a semester block).

Seventh Grade Science

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies.

By the end of this course, the students will be able to:

- Understand how the cycling of matter (water and gases) in and out of the atmosphere relates to Earth's atmosphere, weather and climate and the effects of the atmosphere on humans.
- Understand the processes, structures and functions of living organisms that enable them to survive, reproduce and carry out the basic functions of life.
- Understand the relationship of the mechanisms of cellular reproduction, patterns of inheritance and external factors to potential variation among offspring.
- Understand motion, the effects of forces on motion and the graphical representations of motion.
- Understand forms of energy, energy transfer and transformation, and conservation in mechanical systems.

Seventh Grade Social Studies

Students in seventh grade will continue to expand upon the knowledge, skills and understanding acquired in the sixth grade examination of early civilizations. Seventh graders study the world from the Age of Exploration to contemporary times in order to understand the implications of increased global interactions. The focus will remain on the discipline of geography by using the themes of location, place, movement, human-environmental interaction and region to understand modern societies and regions.

This course will guide students through patterns of change and continuity with a focus on conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs and the impact of environment over time. Through an investigation of the various factors that shaped the development of societies and regions in the modern world and global interactions, students will examine both similarities and differences. A conscious effort will be made to include an integrated study of various societies and regions from every continent (Africa, Asia, Europe, the Americas and Australia).

Healthful Living

Healthful Living is required for all 7th grade students and includes health education and physical education. These two courses complement each other as students learn how to be healthy and physically active for a lifetime. Because our health and physical fitness needs are so different from a generation ago, the nature of healthful living is changing. Poor health choices (i.e., use of alcohol and other drugs, poor nutrition, and physical inactivity) now account for more than 50% of the preventable deaths in the United States.

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

In seventh grade, students will appraise their own health status, apply communication and stress management skills to prevent serious health risks, employ a variety of injury prevention techniques, understand the dietary guidelines, learn about the benefits of abstinence until marriage and the risks of premarital sexual intercourse, comprehend

negative media messages, and demonstrate refusal skills related to peer pressure. Students will understand the risks associated with the use of alcohol and other drugs. In addition, students will learn how to encourage others not to engage in risky behaviors. Students will establish personal fitness goals and participate in social dance, small-sided games, and demonstrate advanced movement/skill sequences. Students will display appreciation toward the varying skill levels of teammates while enjoying the many benefits of physical activity.

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

Seventh Grade Elective Descriptions 2015-2016

DISCLAIMER: Final decisions regarding elective class offerings are subject to change based on student interest and staff availability.

YEAR-LONG ELECTIVES (36 WEEKS)

INTERMEDIATE BAND

This class is a continuation of the skills taught in Beginning Band with further development of tone production, breath support, and music reading. Students are introduced to performance skills and techniques. They are encouraged to perform as individuals and as members of an ensemble. Students should anticipate some after-school practices and evening performances.

INTERMEDIATE STRINGS

The curriculum for Intermediate Strings is a continuation of Beginning Strings, or for students who enter middle school with previous experience. Solo and orchestral literature from a variety of time periods and cultures is studied in this class. Emphasis is on varied bowing, ear training, identifying and playing various styles, and the deeper understanding of musical terms. Students prepare a number of concert selections that are performed for an audience. Students should anticipate some after-school practices and evening performances.

ADVANCED STRINGS

Advanced Strings students should have the equivalent of at least two years of orchestral instruction in order to take this course. Students will continue to master scales and technique. Extended ranges, shifting, and further study of good intonation are emphasized, along with in-depth study of style and interpretation. Students are encouraged to perform

on an individual basis and participate in small or large ensembles. Students prepare a number of concert selections that are performed for an audience. Students should anticipate some after-school practices and evening performances.

SEMESTER ELECTIVE (18 WEEKS)

COMPUTER SKILLS & APPLICATIONS I

This course is composed of instructional modules designed to allow students to learn the touch method of keyboarding, basic digital literacy and computer knowledge, and basic word processing and document formatting skills. English language arts and mathematics are reinforced.

COMPUTER SKILLS & APPLICATIONS II

**Prerequisite: Computer Skills and Applications I*

This course is composed of instructional modules designed to provide hands-on instruction in digital literacy and software applications. The software applications include word processing, desktop publishing, presentation software, spreadsheets, and databases. English language arts and mathematics are reinforced.

TECHNOLOGY DESIGN & INNOVATION – SECTION B

This 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. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

EXPLORING FAMILY AND CONSUMER SCIENCES – FAMILY FOCUS

This middle school course is composed of instructional modules designed to explore basic Family and Consumer Sciences foundations and skill sets. The modules that are covered in this course are: interpersonal relationships, nutrition and wellness, early child care and education, and interior design. Students are eligible to receive the American Red Cross® Babysitter certification. English language arts and mathematics are reinforced.

EXPLORING FAMILY AND CONSUMER SCIENCES – CONSUMER FOCUS

This middle school course is composed of instructional modules designed to explore basic Family and Consumer Sciences foundations and skill sets. The modules that are covered in this course are: personal finance and resource management, food service and hospitality, and apparel. Students are eligible to receive EverFi's Vault™ and the NC eFoodhandler™ certifications. English language arts and mathematics are reinforced. 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 through authentic experiences.

DRAWING

This course is designed for students to learn to use the elements of art (like line, color, and shape) and the principles of design (like balance, contrast, and rhythm) to create artworks. A variety of media and techniques are explored, including drawing and painting.

POTTERY/SCULPTURE

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

YEARBOOK

**Prerequisite: completed application –AND- Language Arts recommendation*

This course allows students to examine journalistic writing and publishing. Students learn the fundamentals of yearbook design from theme development to marketing and distribution. Communication skills are developed through the use of oral language, written language, and other media/technology to complete activities including: interviewing, organizing information, writing various journalistic pieces such as feature stories, sports stories, student and faculty profiles, etc. Additionally, students refine their revision, editing, and proofreading skills and learn the basics of page layout and design. Collaborative work efforts, the use of technology as a publishing tool, and development of responsibility are emphasized.

DANCE I

This course continues developing skills and creativity through modern dance. Students may participate in formal and informal performance activities. Section A is for students with little to no previous dance experience. Section B is reserved for students with 3-4 current experience in Jazz and/or Ballet.

INTERMEDIATE SPANISH

This course continues the study of the Spanish language and culture. Major topics include the present tense of verbs, direct object pronouns, the future tense, two-verb phrases,

adverbs, present progressive tense, imperatives, reflexive verbs, shopping vocabulary, prepositions, foods and meals, and geography. Students who complete this course successfully should take Spanish I (high school credit). Section A is for students who did not take Beginning Spanish in 6th grade. Section B is reserved for students who completed Beginning Spanish in 6th grade.

*** EIGHTH GRADE CORE PROGRAM ***

Eighth grade students continue their study in Language Arts, Mathematics, Science, Social Studies, and Healthful Living. Davis Drive Middle School also offers a program of electives that includes a 2nd Language, Visual Arts, Computer Skills, Family and Consumer Science, Band, Strings, Intervention, Dance, and Technology courses.

Eighth Grade English/Language Arts

Following the Common Core State Standards for English Language Arts, eighth graders develop skills in reading, writing, speaking and listening, and language through experience with print and digital resources. Students read a wide range of text, varying in levels of sophistication and purpose. Through print and non-print text, they further develop comprehension strategies, vocabulary, as well as high order thinking skills. They read a balance of short and long fiction, drama, and poetry with a focus on comparing how two or more literary elements create effects such as suspense or humor. Eighth graders approach informational text such as articles, arguments, and essays with the intent to cite textual evidence, analyze points of view and presentation, and evaluate accuracy and relevance of details. Experience with a variety of text types and text complexity helps students develop a knowledge-base essential for recognizing and understanding allusions.

Students learn about the writing-reading connection by drawing upon and writing about evidence from literary and informational texts. Writing skills, such as the ability to plan, revise, edit, and publish, develop as students practice skills of specific writing types such as arguments, informative/explanatory texts, and narratives. Guided by rubrics, students strategically write for a variety of purposes and audiences, and each student's writing and product samples are compiled in a portfolio. Eighth graders also conduct short research projects drawing on and citing several sources appropriately.

Eighth graders hone skills of flexible communication and collaboration as they learn to work together, express and listen carefully to ideas, integrate information and use media and visual displays to help communicate ideas. Students learn language conventions and vocabulary to help them understand and analyze words and phrases, relationships among words, and nuances that affect the text they read, write, and hear. Students are encouraged to engage in daily independent reading to practice their skills and pursue their interests.

Eighth Grade Mathematics

The Common Core State Standards for Mathematics consist of two types of standards – Standards for Mathematical Practice that span K-12 and Standards for Mathematical Content specific to each course.

The Standards for Mathematical Practice rest on important “processes and proficiencies” with longstanding importance in mathematics education. They describe the characteristics and habits of mind that all students who are mathematically proficient should be able to exhibit. The eight Standards for Mathematical Practice are

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Standards for Mathematical Content in Grades 6 – 8 are organized under domains: *The Number System, Ratios and Proportional Relationships, Functions, Expressions and Equations, Geometry, and Statistics and Probability.*

Common Core Math 8

The foci of Common Core Math 8 are outlined below by domain:

- ***The Number System***: Know that there are numbers that are not rational, and approximate them by rational numbers.
- ***Expressions and Equations***: Work with radicals and integer exponents; understand the connections between proportional relationships, lines, and linear equations; analyze and solve linear equations and pairs of simultaneous linear equations.
- ***Geometry***: Understand congruence and similarity using physical models, transparencies, or geometry software; understand and apply the Pythagorean Theorem; solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- ***Statistics and Probability***: Investigate patterns of association in bivariate data.
- ***Functions***: Define, evaluate, and compare functions; use functions to model relationships between quantities.

Common Core Math I (for High School Credit)

**Prerequisite: successful completion of Common Core Math 7 PLUS*

This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Common Core Math I. The final exam is the North Carolina End-of-Course (EOC) Test based on the Math I Standards.

Please note that:

- North Carolina's Future Ready Core requires four mathematics courses to be taken and passed for high school graduation, one of which is Common Core Math I.
- High School Mathematics courses taken and successfully completed at Davis Drive Middle School will count as credit toward high school graduation. However, the letter grade earned in Common Core Math I will not contribute to the student's high school GPA.
- Except in extraordinary circumstances as outlined by the state, students will not be able to withdraw from this class after the 20th day of school (10th day on a semester block).

Common Core Math II (for High School Credit)

**Prerequisite: successful completion of Common Core Math I*

In Common Core Math II, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Common Core Math I. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments.

Important differences exist between Math II and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Common Core Math II. The final exam is the North Carolina Final Exam for Common Core Math II.

Please note that:

- North Carolina's Future Ready Core requires four mathematics courses to be taken and passed for high school graduation, one of which is Common Core Math II.
- High School Mathematics courses taken and successfully completed at Davis Drive Middle School will count as credit toward high school graduation. However, the letter grade earned in Common Core Math II will not contribute to the student's high school GPA.
- Except in extraordinary circumstances as outlined by the state, students will not be able to withdraw from this class after the 20th day of school (10th day on a semester block).

Eighth Grade Science

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies.

By the end of this course, the students will be able to:

- Understand the hydrosphere and the impact of humans on local systems and the effects of the hydrosphere on humans.
- Understand the history of Earth and its life forms based on evidence of change recorded in fossil records and landforms.

- Understand the hazards caused by agents of diseases that affect living organisms.
- Understand how biotechnology is used to affect living organisms.
- Understand how organisms interact with and respond to the biotic and abiotic components of their environment.
- Understand the evolution of organisms and landforms based on evidence, theories and processes that impact the Earth over time.
- Understand the composition of various substances as it relates to their ability to serve as a source of energy and building materials for growth and repair of organisms.
- Understand the properties of matter and changes that occur when matter interacts in an open and closed system.
- Explain the environmental implications associated with the various methods of obtaining, managing, and using energy resources.

Eighth Grade Social Studies

Historical study connects students to the enduring themes and issues of our past and equips them to meet the challenges they will face as citizens in a state, nation and an interdependent world. Pursuant to the passage of House Bill 1032 An Act Modifying the History and Geography Curricula in the Public Schools of North Carolina, the new essential standards for eighth grade will integrate United States history with the study of North Carolina history. This integrated study helps students understand and appreciate the legacy of our democratic republic and to develop skills needed to engage responsibly and intelligently as North Carolinians.

This course will serve as a stepping stone for more intensive study in high school. Students in eighth grade will continue to build on the fourth and fifth grade introductions to North Carolina and the United States by embarking on a more rigorous study of the historical foundations and democratic principles that continue to shape our state and nation.

Students will begin with a review of the major ideas and events preceding the foundation of North Carolina and the United States. The main focus of the course will be the critical events, personalities, issues, and developments in the state and nation from the Revolutionary Era to contemporary times. Inherent in this study is an analysis of the relationship of geography, events and people to the political, economic, technological, and cultural developments that shaped our existence in North Carolina and the United States over time.

Healthful Living

Healthful Living is required for all 8th grade students and includes health education and physical education. These two courses complement each other as students learn how to be healthy and physically active for a lifetime. Because our health and physical fitness needs are so different from a generation ago, the nature of healthful living is changing. Poor health choices (i.e., use of alcohol and other drugs, poor nutrition, and physical inactivity) now account for more than 50% of the preventable deaths in the United States.

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

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

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

Eighth Grade Elective Descriptions 2015-2016

DISCLAIMER: Final decisions regarding elective class offerings are subject to change based on student interest and staff availability.

YEAR-LONG ELECTIVES (36 WEEKS)

INTERMEDIATE STRINGS

The curriculum for Intermediate Strings is a continuation of Beginning Strings, or for students who enter middle school with previous experience. Solo and orchestral literature from a variety of time periods and cultures is studied in this class. Emphasis is on varied bowing, ear training, identifying and playing various styles, and the deeper understanding of musical terms. Students prepare a number of concert selections that are performed for an audience. Students should anticipate some after-school practices and evening performances.

ADVANCED STRINGS

**Prerequisite: Intermediate Strings –OR– Teacher recommendation*

Advanced Strings students should have the equivalent of at least two years of orchestral instruction in order to take this course. Students will continue to master scales and technique. Extended ranges, shifting, and further study of good intonation are emphasized, along with in-depth study of style and interpretation. Students are encouraged to perform on an individual basis and participate in small or large ensembles. Students prepare a number of concert selections that are performed for an audience. Students should anticipate some after-school practices and evening performances.

ADVANCED BAND

**Prerequisite: Intermediate Band (7th grade).*

Technical drills, scale studies, rhythm studies, and sight reading exercises are used to advance the student's skills, knowledge, and reading ability in music. A wide variety of band literature is studied to give the students experience in various musical styles. Students should anticipate some after-school practices and evening performances.

ADVANCED SPANISH (High School credit)

**Prerequisite: Intermediate Spanish*

This course continues the study of the Spanish language and culture, refining grammatical and vocabulary topics. Major topics include the rooms in a house, making comparisons, the superlative, stem changing verbs, affirmative commands, the present progressive tense, clothing, demonstrative adjectives, and the preterit of verbs. Students who complete this course successfully and who pass the exit exam (worth 20% of the overall grade) may take Spanish II at the high school level.

SEMESTER ELECTIVES (18 WEEKS)

COMPUTER SKILLS & APPLICATIONS I

This course is composed of instructional modules designed to allow students to learn the touch method of keyboarding, basic digital literacy and computer knowledge, and basic word processing and document formatting skills. English language arts and mathematics are reinforced.

COMPUTER SKILLS & APPLICATIONS II

**Prerequisite: Computer Skills and Applications I*

This course is composed of instructional modules designed to provide hands-on instruction in digital literacy and software applications. The software applications include word processing, desktop publishing, presentation software, spreadsheets, and databases. English language arts and mathematics are reinforced.

COMPUTER SKILLS & APPLICATIONS III

**Prerequisite: Computer Skills and Applications I –AND- Computer Skills and Applications II*

This advanced level middle school course is composed of instructional modules designed to provide advanced instruction on digital literacy concepts and use of software applications. Software applications include web page design, 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 for this course. 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.

EXPLORING FAMILY AND CONSUMER SCIENCES – FAMILY FOCUS

This middle school course is composed of instructional modules designed to explore basic Family and Consumer Sciences foundations and skill sets. The modules that are covered in this course are: interpersonal relationships, nutrition and wellness, early child care and education, and interior design. Students are eligible to receive the American Red Cross® Babysitter certification. English language arts and mathematics are reinforced.

EXPLORING FAMILY AND CONSUMER SCIENCES – CONSUMER FOCUS

This middle school course is composed of instructional modules designed to explore basic Family and Consumer Sciences foundations and skill sets. The modules that are covered in this course are: personal finance and resource management, food service and hospitality, and apparel. Students are eligible to receive EverFi's Vault™ and the NC eFoodhandler™ certifications. English language arts and mathematics are reinforced. 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 through authentic experiences.

EXPLORING CAREER DECISIONS

This course 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, personal 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.

DANCE I

This course develops skills and creativity through modern dance. Students may participate in formal and informal performance activities.

DANCE II

Students will further develop their modern dance technique skills through a rigorous, class with more complicated performance and choreographic projects. Students should anticipate some after-school practices and evening performances. Section A is for students who have completed Dance I. Section B is reserved for students who have completed Dance I and who have 4 or more years of current experience in Jazz and/or Ballet.

DRAWING (ADVANCED ART)

**Prerequisite: any previous art class*

Students are taught drawing techniques using various media. They work with line, value, and basic perspective. In addition, students will learn to think and write critically about master work as well as their own.

YEARBOOK

**Prerequisite: completed application –AND– Language Arts recommendation*

This course allows students to examine journalistic writing and publishing. Students learn the fundamentals of yearbook design from theme development to marketing and distribution. Communication skills are developed through the use of oral language, written language, and other media/technology to complete activities including: interviewing, organizing information, writing various journalistic pieces such as feature stories, sports stories, student and faculty profiles, etc. Additionally, students refine their revision, editing, and proofreading skills and learn the basics of page layout and design. Collaborative work efforts, the use of technology as a publishing tool, and development of responsibility are emphasized.

PAINTING

This course introduces basic painting skills and concepts, and presents the painting process as a problem-solving exercise designed to promote fluency, flexibility, and elaboration. In addition, students will learn to think and write critically about master work as well as their own.

POTTERY/SCULPTURE

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