



REACH FURTHER.



---

2009-2010

---

# MIDDLE SCHOOL PLANNING GUIDE

GLOBAL COMPETITIVENESS STARTS HERE.

# Table of Contents

---

## Special Programs

AVID .....	2
English as a Second Language .....	2
Exceptional Children Programs and Services .....	2
Talent Development .....	2

## Middle School

Interdisciplinary Teams .....	3
Academics .....	3
Advisory.....	3
School Counseling Services .....	3

## Magnet Programs.....

.....	4
-------	---

## Minimum Required Course Offerings .....

.....	6
-------	---

Sixth Grade Required Courses .....	7
Sixth Grade Elective Courses.....	8
Seventh Grade Required Courses .....	10
Seventh Grade Elective Courses .....	12
Eighth Grade Required Courses .....	14
Eighth Grade Elective Courses .....	16

## Mathematics Suggested Pathways, Grades 6-12.....

.....	18
-------	----

# General Information

---

The Middle School Course Offerings booklet provides students and their families with concise information about the Charlotte-Mecklenburg middle schools. During the registration process, this book serves as one tool to help students and parents make important decisions regarding individual programs of study.

Students and their families are asked to review the course offerings booklet carefully. The booklet outlines the courses students are required to take and the courses students may choose to take in order to fulfill the credit requirements for promotion to the next grade. Students and their families are encouraged to seek advice from teachers and counselors regarding the appropriate courses for which to register.

Students are responsible for completing all registration materials. Completed materials must be signed by a parent or guardian and returned to the designated person by a date set at each middle school. Every reasonable effort will be made to offer students the courses requested. Elective/Exploratory classes offered at each school will depend on enrollment of eighteen or more students. Students scoring a Level I or Level II on the EOG will be required to take an additional reading and/or math class, thus potentially limiting the number of electives that may be taken.

# Middle Schools

---

**Albemarle Road .....Main Office: (980) 343-6420**  
6900 Democracy Drive, Charlotte, NC 28212

**J.M. Alexander .....Main Office: (980) 343-3830**  
12201 Hambright Road, Huntersville, NC 28078

**Bailey .....Main Office: (980) 343-1068**  
11900 Bailey Road, Cornelius, NC 28031

**Bradley .....Main Office: (980) 343-5750**  
13345 Beatties Ford Road, Huntersville, NC 28078

**Carmel .....Main Office: (980) 343-6705**  
5001 Camilla Drive, Charlotte, NC 28226

**Cochrane .....Main Office: (980) 343-6460**  
6200 Starhaven Drive, Charlotte, NC 28215

**Community House .....Main Office: (980) 343-0689**  
9500 Community House Road, Charlotte, NC 28277

**Coulwood .....Main Office: (980) 343-6090**  
500 Kentberry Drive, Charlotte, NC 28214

**Crestdale .....Main Office: (980) 343-5755**  
940 Sam Newell Road, Matthews, NC 28105

**Davidson IB .....Main Office: (980) 343-5185**  
251 South Street, P.O. Box 369, Davidson, NC 28036

**Derita .....Main Office: (980) 343-5231**  
2300 W. Sugar Creek Road, Charlotte, NC 28262

**Eastway .....Main Office: (980) 343-6410**  
1501 Norland Road, Charlotte, NC 28205

**Alexander Graham .....Main Office: (980) 343-5810**  
1800 Runnymede Lane, Charlotte, NC 28211

**Kennedy .....Main Office: (980) 343-5540**  
4000 Gallant Lane, Charlotte, NC 28273

**James Martin .....Main Office: (980) 343-5382**  
7800 IBM Drive, Charlotte, NC 28262

**Military and Global Leadership Academy  
.....Main Office: (980) 343-0006**  
3343 Griffith Street Charlotte, NC 28203

**Martin Luther King Junior ..Main Office: (980) 343-0698**  
500 Bilmark Avenue, Charlotte, NC 28213

**McClintock .....Main Office: (980) 343-6425**  
2101 Rama Road, Charlotte, NC 28212

**Mint Hill .....Main Office: (980) 343-5439**  
11501 Idlewild Road, Matthews, NC 28105

**Northeast .....Main Office: (980) 343-6920**  
5960 Brickstone Drive, Charlotte, NC 28227

**Northridge .....Main Office: (980) 343-5015**  
7601 The Plaza, Charlotte, NC 28215

**Northwest .....Main Office: (980) 343-5500**  
1415 Beatties Ford Road, Charlotte, NC 28216

**Piedmont .....Main Office: (980) 343-5435**  
1241 E. 10th Street, Charlotte, NC 28204

**Quail Hollow .....Main Office: (980) 343-3620**  
2901 Smithfield Church Road, Charlotte, NC 28210

**Randolph .....Main Office: (980) 343-6700**  
4400 Water Oak Road, Charlotte, NC 28211

**Ranson .....Main Office: (980) 343-6800**  
5850 Statesville Road, Charlotte, NC 28269

**Jay M. Robinson .....Main Office: (980) 343-6944**  
5925 Ballantyne Commons Parkway, Charlotte, NC 28277

**Sedgefield .....Main Office: (980) 343-5840**  
2700 Dorchester Place, Charlotte, NC 28209

**Smith .....Main Office: (980) 343-5815**  
1600 Tyvola Road, Charlotte, NC 28210

**South Charlotte .....Main Office: (980) 343-3670**  
8040 Strawberry Lane, Charlotte, NC 28277

**Southwest .....Main Office: (980) 343-5006**  
13624 Steele Creek Road, Charlotte, NC 28273

**Spaugh .....Main Office: (980) 343-6025**  
1901 Herbert Spaugh Lane, Charlotte, NC 28208

**Tate Teenage  
Parent Services .....Main Office: (980) 343-6011**  
1411 Hawthorne Lane, Charlotte, NC 28205

**J.T. Williams .....Main Office: (980) 343-5544**  
2400 Carmine Street, Charlotte, NC 28206

**Wilson .....Main Office: (980) 343-6070**  
7020 Tuckaseegee Road, Charlotte, NC 28214

# Special Programs

---

## **AVID**

### **Advancement Via Individual Determination**

AVID is an in-school academic support program that prepares students for college eligibility and success. This college preparatory program targets students in the academic middle who have the desire to go to college and the willingness to work hard. AVID moves students into more challenging courses and enrolls them in an AVID elective. In this class, students use Writing, Inquiry, Collaboration, and Reading (WICR) strategies to improve organizational skills, academic performance, and critical thinking. Students get support through academic coaching from peers, tutors, and teachers.

#### **The students in the program will:**

- Succeed in rigorous curriculum
- Enter mainstream activities of the school
- Become educated and responsible participants/leaders in a democratic society

#### **Students must:**

- Have the desire and determination to go to college
- Have a GPA between 2.0 - 3.5
- Have average to high test scores
- Commit to enrollment in academically rigorous courses appropriate for the student

The AVID program is available to students in grades 6-12.

### **Exceptional Children Programs and Services**

The primary purpose of Exceptional Children (EC) programs is to ensure that students with disabilities develop mentally, physically, and emotionally through the provision of an appropriate, individualized education program in the least restrictive environment. Inclusion is the understanding that ALL students will have access to the knowledge, skills, and values necessary to live productive lives. Depending upon

the educational needs of an individual student, each student's EC program reflects the recommendations included in the Individual Education Program (IEP). To the greatest degree possible and appropriate, EC instruction aligns with and follows the regular education Standard Course of Study.

### **Talent Development and Advanced Programs**

The mission of the Talent Development and Advanced Studies program is to provide gifted students (K-12) from all cultural and socioeconomic backgrounds with educational opportunities and non-instructional experiences that develop their potential for outstanding performance capability in an intellectual, academic, creative, artistic and leadership areas.

At the middle school level, TD students are served utilizing the inclusion model in Standard Plus and Honors-level language arts and math courses where teachers incorporate gifted practices/strategies and make appropriate content modifications. A variety of enrichment activities (e.g., National Academic League, Odyssey of the Mind, Math Counts, Chess Club, Science Olympiad, Shakespeare Recitation Competition, etc.) are also available.

### **Horizons**

The Horizons Program was created in 1999 to offer a challenging and motivating environment for highly and profoundly gifted students. This (K-12) program focuses on meeting the needs of students with extraordinary skills and extreme potential. The middle school component is offered at Randolph Middle School and includes a rigorous, humanities-based curriculum and/or cross-grade level placement in advanced math classes. For more information about this unique program and the required application process, contact the Talent Development office at (980) 343-6955.

# Special Programs, cont.

## English as a Second Language (ESL) Content Courses for English Language Learners Middle School

**ESL Program:** Charlotte-Mecklenburg Schools provides the English as a Second Language program (ESL) at all middle schools. To be eligible for the ESL program, students must have a language other than English in their background and qualify for services based on the WIDA Access Placement Test (W-APT). ESL program goals are to help students obtain English language proficiency and to meet age and grade appropriate academic achievement standards for grade promotion and graduation. ESL classes are taught in English. Special instructional materials are provided.

**ESL Language Arts Classes:** Students are grouped by English ability into Newcomer, Level 1, or Level 2 English Language Arts courses. These courses follow the Standard Course of Study for English Language Arts and the North Carolina WIDA English Proficiency Standards. Lesson delivery is adapted through the use of visuals, collaborative learning, discussion and simplified language to meet the needs of the English language learner.

**ESL Reading & Writing Classes:** Students are grouped by English ability into Newcomer, Level 1, or Level 2 ESL Reading and Writing courses. Small group instruction follows the North Carolina WIDA English Language Proficiency Standards to develop listening, speaking, reading and writing skills in English.

**Sheltered Instruction: SIOP Courses:** Sheltered Instruction promotes academic achievement for English Learners by providing grade-level, content-area concepts while simultaneously developing English language proficiency. Sheltered Instruction techniques include: emphasis on key vocabulary, use of group work and hands-on activities, use of supplementary materials (visuals, bilingual dictionaries), teacher modeling, multimedia tools, demonstrations, and explicit instruction of the English language together with academic content.

Novice Low (Newcomers)	Novice High (Level 1)	Intermediate Low (Level 2)
Language Arts Newcomer ESL	Language Arts Level 1 ESL	Language Arts Level 2 ESL
Reading/Writing Newcomer ESL	Reading/Writing Level 1 ESL	Reading/Writing Level 2 ESL

Sheltered Math	Sheltered Science	Sheltered Social Studies	Sheltered Language Arts	Sheltered Study Skills
Math 6 SIOP	Science 6 SIOP	Social Studies SIOP	Language Arts SIOP	Study Skills SIOP
Math 7 SIOP	Science 7 SIOP	Social Studies 7 SIOP	Language Arts SIOP	Study Skills SIOP
Math 8 SIOP	Science 8 SIOP	Social Studies 8 SIOP	Language Arts SIOP	Study Skills SIOP

# Middle School

Middle school is a special way of thinking about students and their instructional needs. The goal of the middle school is to encourage academic excellence in an atmosphere that emphasizes the individual and provides the support needed to bridge the gap between elementary and high school, while providing developmentally appropriate instructional strategies. An organizational structure which includes interdisciplinary teams, an advisory program, and a flexible block schedule is the basis of the middle school program.

## Interdisciplinary Teams

To create smaller and more personal communities of learning, schools will provide a team of teachers in a school-within-a-school or grade level/house arrangement. Typically, teams are two to six teachers representing different academic disciplines who share the same group of students. Depending on the flexibility of the individual school's schedule, teams may utilize large blocks of time to group and re-group students for instruction. A grade level administrator and counselor are integral parts of each interdisciplinary team. They work with the team to ensure academic success for each student.

## Academics

Developing proficiency in essential skills is vital for students to be able to acquire the knowledge and values necessary to live full and productive lives as responsible members of society. Though students need a great deal of nurturing during the middle school years, high academic performance is expected of all students. Challenging academic areas (math, science, language arts, and social studies) known as required courses are the basis of the curriculum. Students will have an opportunity to take elective/ exploratory classes as well, including technology classes which prepare students for the NC Test of Computer Skills given in eighth grade. Students planning to enroll in International Baccalaureate programs in high schools should be ready to enter Geometry, and Level II of a foreign language in 9th grade. Students do not need to be enrolled in a middle years IB program to enter IB in high school.

## Advisory/Academic Enrichment

A key component in the middle school is advisory. All students should be members of an advisory group. Advisory philosophy encourages the close relationship between the student and at least one adult in the school. Activities in advisory are designed to support maturity in emotional, social, academic, and intellectual skills during the student's middle school experience.

## School Counseling Services

Students have the opportunity to participate in a middle school guidance program that focuses on academic, personal/social, and career development. Students in the middle grades, together with their families, begin to build an educational plan to reach their dreams.

At the middle school level, there is a definite thrust towards challenging students with rigorous academic coursework. Counselors assist students and parents in that course selection process. Along with challenging coursework, students are provided with support to help them succeed. Counselors sponsor special recognition and other incentive programs to honor students who are doing well and also to encourage all students to perform at their best. Individual and group counseling is also provided to assist middle school students with normal developmental issues. Counselors work with students to help them handle real-life situations, develop good character traits, and become successful adults.

Families are encouraged to contact their child's counselor when there are questions or concerns, and to stay highly involved in their child's education process.

## Student Wellness Policy

Federal law mandated that a student wellness policy be in place by the start of the 2006-2007 school year. The wellness policy included goals for nutrition, physical activity and other activities designed to promote student wellness, assure compliance with federal child nutrition guidelines and establish a plan to measure implementation and ensure compliance with the policy. The CMS plan's requirements include:

- A minimum of 30 minutes a day of moderate-to-vigorous physical activity for all students in grades K-8,
- Nutritional education to foster healthy habits through the CMS Healthful Living curriculum,
- Standards for school meals, a la carte foods and beverages, vending machine items and food served in the After-School snack program,
- Standards established by the superintendent for foods and beverages available to students on campus during the school day other than in the school cafeteria, After-School snack program and vending machines.

In accordance with this plan, each middle school has established a schedule of physical activity, including a variety of sports activities and games. Activities can be completed in increments of no less than 10 minutes, for a total of 30 minutes per day.

## Requirement for Students Scoring Level I or Level II

In accordance with the Strategic Plan 2010, students scoring a Level I or Level II on the End-of-Grade tests will be required to take an additional math and/or reading class until they have reached proficiency. Each middle school will offer **REACH** (**R**igor, **E**nrichment, and **A**cceleration for all **C**hildren) beginning with the 2007-2008 school year in an effort to increase student achievement. The call is designed to assist students who have not yet achieved grade-level mastery in the areas of reading and/or math.

# Middle School Magnet Programs

## Middle School Magnet Entrance and Continuation Requirements-2009-2010 School Year

### Entrance Requirements for Middle School Magnet Programs

Students interested in applying to these magnet programs should meet the requirements for the grade levels indicated, or they will forfeit their magnet seat and be returned to their home school. Any designated entrance requirement must also be met before the sibling guarantee is applied.

- An acknowledgement of magnet program expectations and entrance and continuation requirements is necessary in order to submit an online application. Individuals submitting a Request for Reassignment/Transfer form must also submit a completed theme-specific magnet expectations agreement, or the request can not be processed. ■ Math, Science, and Environmental Studies (grade 8) – student must sequence math courses to include Algebra I by grade 8 for entry into the high school program.
- International Baccalaureate (grades 6-8) - Students entering middle school IB programs must be promoted at the end of the school year in which the application is made. Students entering grade 6 must score at or above grade level (level III or IV) in Reading and Math proficiency, or score within the standard error of measurement, based on EOG tests taken in the school year prior to attending. Students who retest must meet level III or IV on the first retest. Students entering grades 7 and 8 must score at or above grade level (level III or IV) in Reading and Math proficiency.
- Math, Science and Environmental Studies (grade 6-8) – Students entering grade 6 must score level III or IV on Math and Science proficiency, or score within the standard error of measurement, based on EOG tests taken in the school year prior to attending. Students who retest must meet level III or IV on the first retest. Students entering grades 7 and 8 must score at or above grade level (level III or IV) in Math and Science proficiency.
- Military and Global Leadership Academy at Marie G. Davis (grades 6-8) – Students entering grade 6-8 must submit a statement of interest and participate in a placement interview prior to the end of the lottery application period. Late interviews will be conducted after this date on a space-available basis, and these students will become part of the wait pool. Students entering the Academy may not have been previously

retained in middle school and must be promoted at the end of the school year in which the application is made. Contact the school for times and dates (980-343-0006).

- Northwest School of the Arts (grade 6-8) – Students entering grades 6-8 must submit a NWSA audition application and participate in a placement audition or portfolio assessment prior to the end of the lottery application period. Late auditions will be conducted after this date on a space-available basis, and these students will become part of the established wait pool. Contact the school for times and dates (980-343-5500).

### Continuation Requirements for Students to Remain in a Middle School Magnet Program

Students admitted into a magnet program in middle school are expected to participate in any designated specific components and to fulfill minimum course requirements related to the magnet theme in order to maintain status as a magnet student, and to continue to the next grade level within the magnet program (CMS Board Policy regulation JCA-R, XV.B). Requirements listed below are used in maintaining magnet program eligibility for students .

### Specific Magnet Components

There are specific magnet components required in the following middle school magnet programs:

**International Baccalaureate** – 1) Performance of community service requirement; and, 2) Promotion to next grade level. **Military and Global Leadership** – 1) Performance of community service requirement; 2) Promotion to next grade level; and, 3) Adherence to designated school and military uniform attire and grooming standards.

### Minimum Course Requirements

Magnet students in grades 6-8 are expected to be enrolled in core courses (language Arts, Math, Social studies, Science) at each grade level appropriate for their magnet program studies and to pass a minimum of one (1) or two (2) magnet theme-related course(s) per year as designated by CMS course offerings and/or school. Magnet theme-related course requirements for middle schools are listed below.

Magnet Theme	Middle School	Magnet Theme-related Course(s)
Academy of International Languages	Smith	World Language (French, German, Japanese, or Spanish); Language Arts course in target language
Communication Arts	J.T. Williams	Communication / publication technology elective
IB Middle Years Program	Albemarle Rd. Davidson Piedmont Randolph Ranson Sedgefield	World Language (French, German, or Spanish)
Math, Science, and Environmental Studies	Cochrane	Math courses sequenced to include Algebra I by grade 8; Math, Science, and Environmental Studies “ninth block” enrichment period course.
Military and Global Leadership	Marie G. Davis	Military and Leadership course; World Language course
Visual and Performing Arts	Northwest	Two (2) cultural arts major year-long electives

## Middle School Minimum Required Course Offerings

Sixth Grade	Seventh Grade	Eighth Grade
<b><u>Required Courses:</u></b> Language Arts Mathematics Science Social Studies Physical Education/Health(s)	<b><u>Required Courses:</u></b> Language Arts Mathematics Science Social Studies Physical Education/Health(s)	<b><u>Required Courses:</u></b> Language Arts Mathematics Science Social Studies Physical Education/Health(s)
<b><i>Middle School Elective Course Offerings (may vary slightly by school)</i></b>		
<b><u>Electives:</u></b> Arts Education Wheel (s) Foreign Language Wheel (s) or (y) Band Orchestra Dance (s) Exploring Career Decisions 6 (s) REACH (y)	<b><u>Electives:</u></b> Band Orchestra Art (s) Chorus (s) or (y) Foreign Language Drama (s) Dance (s) Keyboarding 7 (s) Business Computer Technology (s) REACH (y)	<b><u>Electives:</u></b> Band Orchestra Art (s) Chorus (s) or (y) Foreign Language Drama (s) Dance (s) Business Computer Technology (s) Exploring Business Technologies 8 (s) REACH (y)

***All courses are a year in length unless otherwise noted.***

- \* Courses beginning with ECS code follow the North Carolina Standard Course of Study and include the end-of-grade test as applicable.
- \* Courses beginning with EC code do not follow the standard course of study and may not necessarily include end-of-grade.
- \* All students in Grade 8 take the North Carolina Computer Skills Proficiency Test. Passing this test is a **Graduation Requirement**. **A student may be exempt from keyboarding if he/she successfully demonstrates mastery of the skills that are measured by the North Carolina Keyboarding Assessment.**
- \* Students scoring a Level I or Level II on the EOG will be required to take an additional reading and/or math class (REACH), thus potentially limiting the number of electives that may be taken.



# 6th Grade Required Courses

## Language Arts

### **Standard Language Arts 6**

#### **ECS Language Arts 6**

Sixth grade students will use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in the sixth grade is placed on personal expression, students also:

- n Interpret and synthesize information.
- n Develop an understanding of the foundations of argument.
- n Critically analyze print and non-print communication.
- n Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- n Interpret and evaluate a wide range of literature.

### **Standard Plus Language Arts 6**

Students' use of language and higher-level thinking skills are accelerated in this course.

Students should be skilled in problem solving and logical thinking. The course requires extensive dialogue, topical research, and writing. Students who score at or slightly above grade level (EOG Achievement Level III and IV) tend to do well in this course.

### **Honors Language Arts 6**

Students experience complex problem solving, analysis, and the use of reasoning.

Students will be expected to recognize, analyze, and solve problems. The content of this course requires that students be skilled readers and writers, ask penetrating questions, and work independently with challenging materials. Students who score well above grade level (EOG Achievement Level IV) tend to do well in this course.

## Social Studies

### **Social Studies 6 (South America and Europe)**

#### **ECS Social Studies 6**

Students will explore the continents of South America and Europe, including Russia. As students examine the social, economic, and political institutions, they analyze similarities and differences among societies. While concepts are drawn from history and the social sciences, the primary discipline is geography, especially cultural geography. This focus provides students with a framework for studying local, regional, national, and global issues that concern them, for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens.

## Science

### **Integrated Science 6**

#### **ECS Integrated Science 6**

This course is an inquiry-based science class exploring the interrelationships of the life, earth, and physical sciences. Required content includes the study of patterns and cycles that occur in natural and technological systems. Specifically, topics will include the lithosphere, cycling of matter in an ecosystem, solar system, energy transfer, and population dynamics.

## Health and Physical Education

### **Health/Physical Education (s)**

#### **ECS Health/PE 6**

This course combines the NC State requirements for both health and physical education in a compacted form. The curriculum for this course is designed to allow nine weeks of health and nine weeks of physical education instruction. The required health topics include the study of healthful behaviors, coping and stress management, relationship skills, self-protection from risky behaviors, nutrition and weight management, alcohol and other drugs, personal fitness and \*Family Living, Ethical Behavior, and Human Sexuality. The required physical education topics include games/sports, dance, and gymnastics, with health-related fitness concepts and practices integrated into all of the content areas.

**\*Note: Parental permission is required for a student to be exempted from the Family Living, Ethical Behavior, and Human Sexuality unit. The form "Parent/Guardian Request for Student Exemption from Family Living, Ethical Behavior, and Human Sexuality Unit" is available in the parent packet provided to each student.**

## Mathematics

### **Standard Math 6, ECS Math 6**

This course is designed for students who scored a Level I, II, or low III on the 5th grade End-of-Grade math test and met other diagnostic requirements. The content in this course includes the operations of fractions, decimals, integers, and percents. In addition, students will be expected to solve equations and inequalities involving rational numbers. Geometry topics include the discovery of formulas for finding area and perimeter for a variety of geometric figures, and coordinating transformations of these figures.

#### **Standard Plus 6 Math**

This course is designed for students who scored a high Level III or Level IV on the 5th grade End-of-Grade math test and met other diagnostic requirements. This course will include an in-depth study of concepts addressed in Standard Math 6. Students enrolled in this course will be expected to complete Algebra I in the 9th grade. Computing with rational numbers and solving relevant and authentic problems in-

# 6th Grade Required Courses, cont.

volving these concepts will be expected. In addition, students will be expected to solve equations and inequalities involving rational numbers. Geometry concepts include the application of area and perimeter formulas for two-dimensional figures. Students will be expected to complete an in-depth study of probability.

## **Honors Math 6**

This course is designed for students who scored a high Level IV on the 5th grade End-of-Grade math test and met other diagnostic requirements. The content of this course will include the study of concepts addressed in Standard Math 6 and some of the concepts addressed in Standard Math 7. The students enrolled in this course will be expected to complete Algebra by the end of the 8th grade. Computing with rational numbers, solving ratios and proportions, and solving relevant and authentic problems involving these concepts will be expected. Students will also be expected to recognize potential problems, analyze errors, solve problems proficiently, and use complex reasoning. In addition, students will be expected to solve equations and inequalities involving rational numbers. Geometry concepts include the application of volume and surface area formulas for three-dimensional figures, and the application of area and perimeter formulas for two-dimensional figures. Students will be expected to complete an in-depth study of prob-

ability and data analysis.

## **CMS Promotion Standards**

To be promoted to the seventh grade, a student must earn a grade of 70 ('D') or above in language arts, mathematics, science, and social studies.

## **Exceptional Children**

### **EC Health/PE 6**

### **EC Math 6**

### **EC Science 6**

### **EC Social Studies 6**

### **EC Language Arts**

To the greatest extent possible, these courses provide instruction that follows the regular education standard course of study. Refer to the regular education course description for specific content information. Students enrolled in these courses may not necessarily take the End-of-Grade test.

# 6th Grade Elective Courses

In the sixth grade, students have the opportunity to explore a variety of elective courses. Elective courses give students a chance to experience a subject area in order to make decisions for future elective selections at later grade levels. These electives are available to 6th grade students.

## **Arts Education**

Arts Education courses are sequential, follow the North Carolina Standard Course of Study, and build on the skills and knowledge learned in previous courses. Presentation of work is a natural progression in the study of the arts. Students will have opportunities to demonstrate their work in many venues at the middle school level. However, the final product is never the emphasis in the arts class. The arts education program is process-oriented rather than product-oriented. Performances and exhibitions help students to define the roles of performers and audience members. They also teach students to critique the arts appropriately and help students build confidence and pride in their work.

### **Arts Education Wheel (s)**

Students rotate through art, music, dance, and/or theatre. This course is designed to introduce students to the arts electives in middle school.

### **Band 6**

This course provides beginning class instruction in playing a musical instrument. Level I performance standards for band are achieved. Band instruments may be leased or purchased from local music dealers.

### **Orchestra 6**

This course provides beginning instruction in playing violin, viola, cello, or bass. Level I performance standards for orchestra are achieved. Orchestra instruments may be leased or purchased from local music dealers.

### **Dance 6 (s)**

This course provides beginning instruction in dance as personal expression and a form of communication. Students learn to create compositions, become aware of the cultural and gender roles of dance in history, and develop an appreciation of dance in its many styles as an art form.

# 6th Grade Elective Courses, cont.

## **Chorus 6 (s)**

Students learn beginning singing techniques within an ensemble setting. Singing experiences will be provided for all students with special instruction for those with changing voices. In addition to music skills, students will demonstrate skills of cooperation, and learn to compromise and be team players.

## **Visual Arts 6 (s)**

This course builds upon students' individual skills in visual arts. The focus is on applying elements and principals of design to interpret the environment, to elaborate on an idea, and to use as a means of communication. Students use creative and critical thinking skills as they study the purpose and function of art, the history of art, and the impact of art in cultures.

## **Drama 6 (s)**

Students explore various dramatic elements through the eyes of the playwright, actor, designer, and director. They will learn to understand artistic choices and to critique dramatic works. Students will use drama as a means of confidently expressing themselves and developing their "personal voice."

## **World Language**

### **World Language 6 Exploratory**

This course provides an introduction to world languages such as French, Spanish, or German, with an emphasis on basic communication and cultural concepts. Specific language offerings vary at the school's discretion, according to what resources are available. This course may provide an exposure to two languages on a nine-week basis or three languages on a six-week basis.

Completion of exploratory courses does not meet the requirements for completion of all or part of level 1 of a foreign language.

Level I of a world language in middle school consists of a two-year sequence of study that begins with level I part 1 in the 7th grade and is completed with level I part 2 in the 8th grade. Students who intend to participate in the IB program in high school should begin their world language studies in the 7th grade.

## **Career and Technical Education**

### **Keyboarding 6 (s)**

This course is designed to explore the use of a computer system and software applications. Hands-on instruction in basic touch keying skills is introduced.

### **Exploring Career Decisions 6 (s)**

This course will enable students to increase self-awareness, to explore careers that match their personalities and interests, and to identify strategies for finding a job. Students will explore careers related to Agriculture, Food & Natural Resources, Law, Public Safety & Security, Health Science, Education & Training, Marketing, and Sales & Service.

## **AVID**

### **AVID Enrichment 6**

AVID is a year-long college preparatory support program for students wishing to enter a four-year college. Students in AVID focus on college level entry skills, academic survival skills, study skills, communication skills, and PSST/SAT preparation. The writing process is an integral component of the program. Tutorial assistance is provided within the AVID class to support and extend students' efforts in rigorous course work. Motivational activities, guest speakers, and field trips further enhance the course. Students may apply for the program through their guidance counselors and will be placed in the program through a special selection process.

## **Exceptional Children**

*These electives are available only to exceptional children.*

### **EC Study Skills 6; EC Study Skills 6 (s)**

These courses are designed to provide curricular assistance, learning strategies, and/or support to EC students. Primary goals are to reinforce skills taught in mainstreamed classes, assist with modifications, provide optional testing or test environments, and enable EC students to be successful in mainstreamed classes.

# 7th Grade Required Courses

## Language Arts

### **Standard Language Arts 7; ECS Language Arts 7**

Seventh grade students will use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. There is a state writing test given in the spring, so writing is an integral part of the curriculum. While emphasis in the seventh grade is placed on argument, students also:

- Express individual perspectives in response to personal, social, cultural, and historical issues.
- Interpret and synthesize information.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

### **Standard Plus Language Arts 7**

Students' use of language and higher-level thinking skills is accelerated in this course.

Students should be strong in problem solving and logical thinking. The course requires extensive dialogue, topical research, and writing. Students who score at or slightly above grade level (EOG Achievement Levels III & IV) on the 6th grade EOG test tend to do well in this course.

### **Honors Language Arts 7**

Students learn and reinforce advanced skills in this course. Through stimulating literature and curriculum models, students experience complex problem solving, analysis, and the use of reasoning.

Students will be expected to recognize, analyze, and solve problems. The content of this course requires that students should be skilled readers and writers, ask penetrating questions, and work independently with challenging materials. Students who score well above grade level (EOG Achievement Level IV) on the 6th Grade EOG test tend to do well in this course.

## Social Studies

### **Social Studies 7 (Africa, Asia, and Australia)**

#### **ECS Social Studies 7**

Students will explore the continents of Africa, Asia, and Australia. As students examine the social, economic, and political institutions, they analyze similarities and differences among societies. While concepts are drawn from history and the social sciences, the primary discipline is geography, especially cultural geography. This focus provides students with a framework for studying local, regional, national, and global issues that concern them, for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens.

## Science

### **Integrated Science 7; ECS Integrated Science**

This course is an inquiry-based science class exploring the interrelationships of the life, earth, and physical sciences. Required content includes the study of the interactions and limiting factors of natural and technological systems. Specifically, topics will include force and motion, the atmosphere, genetics/heredity and human systems, and the interactions with our health.

## Health and Physical Education

### **Health/P.E. 7 (s)**

This course combines the NC State requirements for both health and physical education in a compacted form. The curriculum for this course is designed to allow nine weeks of health and nine weeks of physical education instruction. The required health topics include the study of healthful behaviors, coping and stress management, relationship skills, self protection from risky behaviors, nutrition and weight management, alcohol and other drugs, personal fitness, and \*Family Living, Ethical Behavior, and Human Sexuality. The physical education unit provides students the opportunity to participate in a variety of activities geared toward successful but challenging experiences. The topics include sports, dance, and gymnastics, with physical fitness being emphasized in all areas.

**\*Note: Parental permission is required for a student to be exempted from the Family Living, Ethical Behavior, and Human Sexuality unit. The form "Parent/Guardian Request for Student Exemption from Family Living, Ethical Behavior, and Human Sexuality Unit" is available in the parent packet provided to each student.**

## Mathematics

### **Standard Math 7; ECS Math 7**

This course is designed for students who completed Standard Math 6 and students entering the mathematics program with a score of Level I, II, or low III on the 6th grade End-of-Grade math test. The content of this course includes the computation of rational numbers and the study of ratios and proportions. Students will be expected to solve equations and inequalities involving rational numbers. Geometry topics include the discovery of volume and surface area formulas for three-dimensional figures.

### **Standard Plus Math 7**

This course is designed for students who complete Standard Plus Math 6 and have scored a high Level III or Level IV on the 6th grade End-of-Grade math test. This course will include an in-depth study of the concepts addressed in Standard Math 7. Students will complete an in-depth study of data analysis and probability and will be expected to interpret data and the effects outliers have on measures of

# 7th Grade Required Courses, cont.

---

measures of central tendencies. In addition, students will use formulas to solve problems. Students enrolled in this class will be expected to take Algebra I in 9th grade.

## ***Honors Math 7***

This course is designed for students who completed Honors Math 6. The content of this course will include a completion of the study of concepts designated for Standard Math 7 and Standard Math 8. Students will compute with numbers in the real number system, which includes irrational numbers, and solve relevant and authentic problems involving these concepts. Students will be expected to recognize potential problems, analyze errors, solve problems proficiently and use complex reasoning. In addition, students will be expected to complete an in-depth study of data analysis and statistics, including measures of central tendency, box plots and histograms. They will also complete an intensive study involving the concept of slope and linear functions. The students enrolled in this course have the opportunity to complete Algebra I by the end of 8th grade.

## **CMS Promotion Standards**

To be promoted to the eighth grade, a student must earn a grade of 70 ('D') or above in language arts, mathematics, science, and social studies.

## **Exceptional Children**

### ***EC Health/PE 7***

### ***EC Math 7***

### ***EC Science 7***

### ***EC Social Studies 7***

### ***EC Language Arts 7***

To the greatest extent possible, these courses provide instruction that follows the regular education standard course of study. Refer to the regular education course description for specific content information. Students enrolled in these courses may not necessarily take the End-of-Grade test.

# 7th Grade Elective Courses

In the seventh grade, students have the opportunity to explore a variety of elective courses, which vary by school. Elective courses give students a chance to experience a subject area in order to make decisions for future elective selections at later grade levels.

## Arts Education

Arts Education courses are sequential, follow the North Carolina Standard Course of Study, and build on the skills and knowledge learned in previous courses. Presentation of work is a natural progression in the study of the arts. Students will have opportunities to demonstrate their work in many venues at the middle school level. However, the final product is never the emphasis in the arts class. The arts education program is process-oriented rather than product-oriented. Performances and exhibitions help students to define the roles of performers and audience members. They also teach students to critique the arts appropriately and help students build confidence and pride in their work.

### **Chorus 7 (s), (y)**

This course explores the teen-age voice and its potential. Chorus music from Bach to rock will be studied and performed. Special emphasis will be placed on music reading skills and correct voice placement.

### **Band 7**

This course is a continuation of band experience with opportunities to expand to larger instruments such as bassoon, tuba, or timpani. Depending on the number of students enrolled, the middle school band director and principal may split the class into two bands. *Prerequisite: completion of 6th grade band and/or permission of band instructor.*

### **Orchestra 7**

Students will have an opportunity to explore many styles and periods of literature for string orchestra. Instruction will follow the goals and objectives of the North Carolina Standard Course of Study for Music Education. *Prerequisite: 6th Grade Orchestra and/or the permission of the orchestra instructor.*

### **Drama 7 (s)**

This course explores theater arts through the use of creative dramatics, diction, vocal expression, improvisation, dramatization, technical theater, audience etiquette, and theater appreciation. Part of the diction study will include introduction of people/speakers, campaign speeches for school officers, and announcements for the intercom.

### **Dance 7 (s)**

This course builds on individual skills with an emphasis on students' personal expression in relationship to the world around them. Students improve their dance technique, use dance to communicate, manipulate the elements of dance, and develop more complex choreographic forms. Students

refine their aesthetic awareness of dance and increase their understanding of dance in cultures, in history, and as an art form.

### **Visual Arts 7 (s) (y)**

Students will develop creative-thinking and problem-solving skills as they explore and produce original art including drawing, painting, printmaking, crafting, and sculpting. A study of artists and their work will help students understand the techniques, skills, and diverse intentions of artists from many cultures and times.

## Career and Technical Education

### **\*Keyboarding – 7 (s)**

This course is designed to explore the use of a computer system and software applications. Hands-on instruction in basic touch keying skills is introduced.

### **\*Business Computer Technology (s)**

This course is designed to provide hands-on instruction in basic computer hardware concepts and software applications. Emphasis is placed on reinforcing touch keyboarding skills while providing experience for learning word processing, database, spreadsheet, graphic, and telecommunication applications. *Prerequisite: Keyboarding or successful score on keyboarding assessment.*

### **Business Computer Technology 7 (s)**

This course is designed to provide hands-on instruction in basic computer hardware concepts and software application. Emphasis is placed on reinforcing touch keyboarding skills while providing experience for learning word processing, database, spreadsheet, graphic, and telecommunication applications.

*\*A CTE course should be taken only once.*

## World Languages

### **Middle School French**

This introductory course is for students who do not wish to start the high school sequence, but would like to begin learning French in middle school. It is not a prerequisite for any other World Languages course and does not earn high school credit.

### **French I part 1**

French I part 1 is the first half of a two-year middle school world language sequence. *Successful completion of this two-year sequence is equivalent to French I.*

### **Middle School Spanish**

This introductory course is for students who do not wish to start the high school sequence, but would like to begin learning Spanish in middle school. It is not a prerequisite for any other World Languages course and does not earn high school credit.

# 7th Grade Elective Courses, cont.

## **Spanish I part 1**

Spanish I part 1 is the first half of a two-year middle school world language sequence. *Successful completion of this two-year sequence is equivalent to Spanish I.*

## **Spanish for Native Speakers I part 1**

Spanish for Native Speakers I part 1 is the first half of a two-year middle school foreign language sequence. It is designed to enhance reading and writing skills of students whose heritage language is Spanish. The course also provides Spanish speakers the opportunity to read and discuss various genres of literary works. In addition, students focus on current events as they affect Spanish-speakers throughout the world. Successful completion of this two-year sequence is equivalent to Spanish for Native Speakers I. *Prerequisite: Heritage or Native Spanish Speaker. Students do not have to be receiving ESL services to be eligible for this course.*

\*Level I of a world language in middle school consists of a two-year sequence of study that begins with level I part 1 in the 7th grade and is completed with level I part 2 in the 8th grade. Students who intend to participate in the IB program in high school should begin their world language studies in the 7th grade.

\*Completion of exploratory courses or non-credit "Middle School" courses does not meet the requirements for completion of all or part of Level I of a world language.

## **AVID**

### **AVID 7**

AVID is a year-long college preparatory support program for students wishing to enter a four-year college. Students in AVID focus on college level entry skills, academic survival skills, study skills, communication skills, and PSST/SAT preparation. The writing process is an integral component of the program. Tutorial assistance is provided within the AVID class to support and extend students' efforts in rigorous course work. Motivational activities, guest speakers, and field trips further enhance the course. Students may apply for the program through their guidance counselors, and are placed in the program through a special selection process.

## **Exceptional Children**

### **EC Study Skills 7**

#### **EC Study Skills 7 (s)**

These courses are designed to provide curricular assistance, learning strategies, and/or support to EC students. Primary goals are to reinforce skills taught in mainstreamed classes, to assist with modifications, to provide optional testing or test environments, and to enable EC students to be successful in mainstreamed classes.

Effective with the 2007-2008 school year, students will be awarded graduation credit for high school courses in **world language** taken in grades 6-8 if the following requirements are satisfied:

1. Courses must consist of 135 instructional hours on a block schedule or 150 hours on a traditional schedule. The 150 instructional hours must be met if the course is offered during the 5th or 9th block.
2. Courses must include a comprehensive final exam that constitutes 25% of the final course grade.

Middle school students who pass a World Language course with a passing grade of 70% or higher and earn a full credit may choose to repeat the course in high school but will not receive any course credit for the repeated course.

**Middle School Sequence into High School**

6th Grade	7th Grade	8th Grade	9th Grade
Exploratory	Level I part 1	Level I part 2	Level 2

# 8th Grade Required Courses

## Language Arts

### **Standard Language Arts 8** **ECS Language Arts 8**

Eighth grade students will use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. They continue to refine their study of language and grammar in order to speak and write effectively. While emphasis in the eighth grade is placed on using information for a specific task, students also:

- Express individual perspectives through analysis and personal response.
- Refine understanding and use of argument.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

### **Standard Plus Language Arts 8**

Students learn and reinforce basic skills through the accelerated use of language and higher-level thinking skills.

Students should be skilled in problem solving and logical thinking. The course requires extensive dialogue, topical research, and writing. Students who score at or slightly above grade level (EOG Achievement Levels III and IV) on the 7th grade EOG test tend to do well in this course.

### **Honors Language Arts 8**

Students learn and reinforce advanced skills in this course. They will be expected to recognize, analyze, and solve problems. The content of this course requires that students be skilled readers and writers, ask penetrating questions, and work independently with challenging materials. Students employ critical, creative, and problem solving skills by using interdisciplinary literacy selections to generate complex products appropriate to their interests and talents. Students who score well above grade level (EOG Achievement Level IV) on the 7th grade EOG test tend to do well in this course.

## Social Studies

### **Social Studies 8 (North Carolina: Creation and Development of the State)**

#### **ECS Social Studies 8**

Eighth grade students examine the roles of people, events, and issues in North Carolina history that have contributed to the unique character of the state today. The time frame for this course emphasizes revolutionary to contemporary times. The organization is primarily chronological and reference is made to the key national phenomena that impacted North Carolina throughout these periods.

## Science

### **Integrated Science 8**

This course is an inquiry-based science class which explores the interrelationships of life, earth, and physical sciences. Emphasis is placed on the relationship between humans and the hydrosphere, chemistry and how it relates to our health, evidence of evolution in organisms and landforms, cell theory and microbiology. These students will take a North Carolina EOG test.

### **Physical Science**

This course is designed for students who have completed Honors Math 7, have scored a Level III or Level IV on the 7th grade End-of-Grade math test, are concurrently enrolled in Algebra I, and have met other diagnostic requirements. This course is laboratory-based science class in which students will study the principals of chemistry and physics that include matter, energy, structure of atoms, chemical reaction, forces, and motion. All students enrolled in this course are required to take the NC Physical Science End of Course (EOC) exam.

## Health and Physical Education

### **Health/P.E. 8 (s)**

This course combines the NC State requirements for both health and physical education in a compacted form. The curriculum for this course is designed to allow nine weeks of health and nine weeks of physical education instruction. The required health topics include the study of healthful behaviors, coping and stress management, relationship skills, self protection from risky behaviors, CPR/First Aid, nutrition and weight management, alcohol and other drugs, personal fitness, and \*Family Living, Ethical Behavior, and Human Sexuality. The physical education course includes the refinement of team and dual sport skills, recreational dance, and gymnastics, with health-related fitness concepts and practices integrated into each area.

**\*Note: Parental permission is required for a student to be exempted from the Family Living, Ethical Behavior, and Human Sexuality unit. The form "Parent/Guardian Request for Student Exemption from Family Living, Ethical Behavior, and Human Sexuality Unit" is available in the parent packet provided to each student.**

## Mathematics

### **Standard Math 8; ECS Math 8**

This course is designed for students who completed Standard Math 7 and also for students entering the mathematics program with a score of Level I, II, or low III on the 7th grade End-of-Grade math test and who met other diagnostic requirements. Students will compute with numbers in the real number system, which includes irrational numbers, and solve relevant and authentic problems involving these



# 8th Grade Required Courses, cont.

concepts. These problems will involve the use of the Pythagorean Theorem and indirect measurement. Students will also be expected to solve complex linear equations and inequalities. An intensive study involving the concept of slope and linear functions will also be completed.

## **Standard Plus Math 8**

Students must have scored a high Level III or Level IV on the 7th grade End-of-Course test and met other diagnostic requirements to be enrolled in this course. The content of this course is a telescoping of the skills and concepts identified in the North Carolina Standard Course of Study for Grade 8 and Algebra I. Students will be expected to solve relevant and authentic problems involving the real number system, which includes irrational numbers. They will be expected to solve complex linear equations and inequalities, and problems involving the Pythagorean Theorem and indirect measurement. An intensive study involving the concept of slope and linear functions will also be completed, in addition to the application of these skills to problem-solving situations. Students will be expected to describe and translate graphic, algebraic, numeric, tabular, and verbal representations of relations to solve problems.

## **Algebra I**

This course is designed for students who have completed Honors Math 7, have scored a Level III or Level IV on the 7th grade End-of-Grade math test and have met other diagnostic requirements. Algebra 1 completes the study of linear functions and relationships. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of linear relations and use a variety of those representations to solve problems. Students will operate with polynomials and matrices and use algebraic representations of geometric relationships to solve problems. Quadratic and exponential functions will be introduced and studied. Students will use a variety of methods to solve problems using a system of linear relations. Data will be investigated using correlation and linear regression. Students will analyze errors, solve problems proficiently, and use complex reasoning throughout the course. High school math credit will be earned upon successful completion of the course and a Level III or IV result on the Algebra 1 End-of-Course test. The grade earned will appear on the high school transcript but **will not** count in the students' high school GPA.

## **Geometry**

To enroll in this course, students must have successfully completed Honors Math 7, have a high Level IV score on the 7th grade End-of-Grade math test, have a high score on a test of 8th grade math and middle school geometry, successfully completed Algebra 1, and met other diagnostic requirements. Geometry continues the study of geometric concepts moving students quickly from an inductive approach to a deductive method of proof. Two- and three-dimensional reasoning skills will be emphasized and students will broaden their use of the coordinate plane. Trigonometric relationships in the right triangle and unit circle will be explored and applied. Algebraic concepts will be readily applied throughout this course. High school math credit will be earned upon successful completion of the course and a Level III or IV result on the Geometry End-of-Course test.

### **CMS Promotion Standards**

To be promoted to the eighth grade, a student must earn a grade of 70 ('D') or above in language arts, mathematics, science, and social studies.

## **Exceptional Children**

### **EC Health/PE 8**

### **EC Math 8**

### **EC Science 8**

### **EC Social Studies 8**

### **EC Language Arts 8**

To the greatest extent possible, these courses provide instruction that follows the regular education standard course of study. Refer to the regular education course description for specific content information. Students enrolled in these courses may not necessarily take the End-of-Grade test.

# 8th Grade Elective Courses

In the eighth grade, students have the opportunity to explore a variety of elective courses, which vary by school. Elective courses give students a chance to experience a subject area in order to make decisions for future elective selections at later grade levels.

## Arts Education

Arts Education courses are sequential, follow the North Carolina Standard Course of Study, and build on the skills and knowledge learned in previous courses. Presentation of work is a natural progression in the study of the arts. Students will have opportunities to demonstrate their work in many venues at the middle school level. However, the final product is never the emphasis in the arts class. The arts education program is process-oriented rather than product-oriented. Performances and exhibitions help students to define the roles of performers and audience members. They also teach students to critique the arts appropriately and help students build confidence and pride in their work.

### **Band 8 (y)**

This course is a continuation of band experience with opportunities to expand to larger instruments such as bassoon, tuba, or timpani. Depending on the number of students enrolled, the middle school band director and principal may split the class into two bands. This class will provide opportunities for performance and refinement of abilities to critically evaluate and analyze band performances. *Prerequisite: Completion of 7th grade band and/or permission of band instructor.*

### **Orchestra 8 (y)**

Students will have an opportunity to explore many styles and periods of literature for string orchestra. Instruction will follow the goals and objectives of the North Carolina Standard Course of Study for Music Education. This class will include opportunities for performance and refine their ability to critically evaluate and analyze orchestral performances. *Prerequisite: 7th Grade Orchestra and/or the permission of the orchestra instructor.*

### **Chorus 8 (s), (y)**

This course explores the teenage voice and its potential. Choral music from various historical periods will be studied and performed. Special emphasis will be placed on music reading skills, correct voice placement, and preparation for choral music at the high school level.

### **Dance 8 (s)**

This course builds on individual skills with an emphasis on students' personal expression in relation to the world and one's place in it. Students improve their dance technique, use dance to communicate, synthesize the elements of

dance, and develop more complex choreographic forms. Students increase their understanding and their aesthetic awareness of dance. Students refine their ability to critically evaluate and analyze dance and begin to explore career possibilities in the world of dance.

### **Art (s), (y)**

Students will refine their ability to communicate visually, manage a wide range of tools and materials, and achieve quality, style, and craftsmanship in drawing, painting, printmaking, crafting, and sculpting. Students will have opportunities for evaluating and critiquing their own and other students' art as well as studying artists and analyzing their work.

### **Drama 8 (s), (y)**

This course explores theatre arts through the use of creative dramatics, diction, vocal expression, improvisation, dramatization, technical theater, audience etiquette, and theater appreciation. Students refine their ability to critically evaluate and analyze dramatic performances and begin to explore career possibilities in the world of theatre.

## Career and Technical Education

### **\*Business Computer Technology 8 (s)**

This course is designed to provide hands-on instruction in basic computer hardware concepts and software application. Emphasis is placed on reinforcing touch keyboarding skills while providing experience for learning word processing, database, spreadsheet, graphic, and telecommunication applications.

### **\*Business Computer Technology (s)**

This course is designed to provide hands-on instruction in basic computer hardware concepts and software applications. Emphasis is placed on reinforcing touch keyboarding skills while providing experience for learning word processing database, spreadsheet, graphic, and telecommunication applications. *Prerequisite: keyboarding or successful score on keyboarding assessment.*

### **\*Exploring Business Technologies 8 (s)**

This course is designed to explore business applications and careers in an international economy. Students utilize the computer while studying applications in career fields such as entrepreneurship, financial services, information systems, marketing, office system technology, public relations and promotion, and travel and tourism. Communication, mathematics, problem solving, and thinking skills are reinforced. This course contributes to the development of a career development plan.

*\*Note: A CTE course should be taken only once.*

# 8th Grade Elective Courses, cont.

## World Languages

### **Middle School French**

This introduction course is for students who do not wish to start the high school sequence but would like to begin learning French in middle school. It is not a prerequisite for any other World Languages course and does not earn high school credit.

### **French I part 2**

French I part 2 is the second half of a two-year middle school world language sequence. Successful completion of this two-year sequence is equivalent to French I. Students further develop basic listening, speaking, reading, and writing skills with a continued emphasis on speaking and listening. *Prerequisite: Successful completion of French I part 1.*

### **Middle School Spanish**

This introduction course is for students who do not wish to start the high school sequence but would like to begin learning Spanish in middle school. It is not a prerequisite for any other World Languages course and does not earn high school credit.

### **Spanish I part 2**

Spanish I part 2 is the second half of a two-year middle school world language sequence. Successful completion of this two-year sequence is equivalent to Spanish I. Students further develop basic listening, speaking, reading, and writing skills with a continued emphasis on speaking and listening. *Prerequisite: Successful completion of Spanish I part 1.*

### **Spanish for Native Speakers I part 2**

Spanish for Native Speakers I part 2 is the second half of a two-year middle school world language sequence. It is designed to enhance reading and writing skills of students whose primary language is Spanish. This course also provides Spanish speakers the opportunity to read and discuss various genres of literary works. In addition, students focus on current events as they affect Spanish-speakers throughout the world. Successful completion of this two-year sequence is equivalent to Spanish for Native Speakers I. *Prerequisite: Successful completion of Spanish for Native Speakers I part 1.*

## AVID

### **AVID 8**

AVID is a year-long college preparatory support program for students wishing to enter a four-year college. Students in AVID focus on college level entry skills, academic survival skills, study skills, communication skills, and PSST/SAT preparation. The writing process is an integral component of the program. Tutorial assistance is provided within the AVID class to support and extend students' efforts in rigorous course work. Motivational activities, guest speakers, and field trips further enhance the course. Students may apply for the program through their guidance counselors and are placed in the program through a special selection process.

## Exceptional Children

### **EC Study Skills 8; EC Study Skills 8 (s)**

These courses are designed to provide curricular assistance, learning strategies, and/or support to EC students. Primary goals are to reinforce skills taught in mainstreamed classes, assist with modifications, provide optional testing or test environments, and to enable EC students to be successful in mainstreamed classes.

Effective with the 2007-2008 school year, students will be awarded graduation credit for high school courses in **world language** taken in grades 6-8 if the following requirements are satisfied:

1. Courses must consist of 135 instructional hours on a block schedule or 150 hours on a traditional schedule. The 150 instructional hours must be met if the course is offered during the 5th or 9th block.
2. Courses must include a comprehensive final exam that constitutes 25% of the final course grade.

Middle school students who pass a World Language course with a passing grade of 70% or higher and earn a full credit may choose to repeat the course in high school but will not receive any course credit for the repeated course.

### **Middle School Sequence into High School**

6th Grade	7th Grade	8th Grade	9th Grade
Exploratory	Level I part 1	Level I part 2	Level 2

## **State Promotion Requirements for Eighth Grade Students**

On April 1, 1999, the State Board of Education adopted the new Student Accountability Standards. Under these standards, students in grades 3, 5, and 8 must meet local CMS requirements as well as the new state standards in order to be promoted to the next grade level.

These standards, also called “gateways,” are designed to ensure that students are working at grade level in reading, writing, and mathematics before being promoted. The goal of these new standards is to set higher student achievement levels and increase the number of students performing on grade level.

The eighth grade promotion requirements became effective in the 2001-2002 school year. Based on these standards, students in eighth grade must demonstrate grade level proficiency by scoring at Level III or above on state end-of-grade tests in reading and mathematics. In addition, students should demonstrate adequate progress in writing by scoring at or above proficiency (Level 2.5) on the North Carolina grade 7 writing assessment.

**GLOBAL COMPETITIVENESS STARTS HERE.**



**REACH FURTHER.**



Education Center / 701 East Second Street / P.O. Box 30035 / Charlotte, NC 28202  
Phone: 980-343-6220 / Fax: 980-343-3647 / [www.cms.k12.nc.us](http://www.cms.k12.nc.us) / CMS-TV

In compliance with federal law, Charlotte-Mecklenburg Schools administers all education programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.