

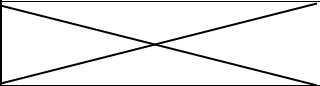
# **Cumberland County Schools 2017-2018**



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## CUMBERLAND COUNTY SCHOOLS MIDDLE SCHOOL COURSE REQUIREMENTS

Content Area	Sixth Grade	Seventh Grade	Eighth Grade
English Language Arts	*	*	*
Mathematics	*	*	*
Science	*	*	*
Social Studies	*	*	*
Career and Technical Education		Computer Skills* 18-weeks	Computer Applications* 18-weeks
Health and Physical Education	* 18-weeks minimum	* 18-week minimum	* 18-week minimum
Electives	1 full year or 2 semesters	1 full year or 2 semesters	1 full year or 2 semesters

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

### COURSE SELECTION GUIDE

#### FOCUS

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

#### RATIONALE

Middle-level education is a specific educational program that is designed to respond to the developmental needs of students in grades six through eight. All students in the middle grades are entitled to appropriate educational opportunities which will enable them to reach their maximum potential. An effective middle school curriculum should allow all students to acquire a broad range of experiences academically, socially, and physically. In the middle grades, emphasis should be on critical and creative thinking, active learning, and integration of subject matter.

## CCS World Language Department

### Middle School Course of Study Sequence into High School

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

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

#### Pathway # 1

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

6th Grade	7th Grade	8th Grade	9th Grade
			<i>Requires a proficiency end-of-course exam</i>
Exploratory I (9 weeks)	Exploratory II (18 weeks)	None	Level I
Exploratory I (9 weeks)	None	None	Level I

#### Pathway # 2

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

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

#### Pathway # 3

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

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

**Pathway # 4**

For students that have had previous language experiences (Spanish Heritage, Native Speakers, Immersion Students, Dual Immersion Program - Students will take another content area in Spanish):

6th Grade	7th Grade	8th Grade	9th Grade
<i>Requires a proficiency end-of-course exam to earn HS Credit</i>			
<b>Part I</b> - Spanish for Native Speakers I Year -Long Course	<b>Part II</b> - Spanish for Native Speakers I - Year-Long Course	Spanish for Native Speakers II - Year- Long Course	Spanish IV Honors
	<b>Spanish for Native Speakers I - Year-Long Course</b>	<b>Spanish for Native Speakers II - Year- Long Course</b>	<b>Spanish IV Honors</b>
		<b>Spanish for Native Speakers I - Year- Long Course</b>	<b>Spanish for Native Speakers II (Honors) - Year- Long Course</b>

**Pathway # 5**

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

6th Grade	7th Grade	8th Grade	9th Grade
<i>Requires a proficiency end-of-course exam to earn HS Credit</i>			
<b>Part I</b> Spanish as Language Arts - Year-Long Course	<b>Part II</b> Spanish as Language Arts I - Year-Long Course	Spanish as Language Arts II - Year- Long Course	Spanish III Honors

# Sixth-Grade Level Requirements

Sixth-grade students will take all of the required core courses which are as follows: Language Arts, Reading, Social Studies, Science, Mathematics, and a full year of Physical Education/Health. Students may select either two semester-long elective courses, one elective from the full year course offerings, or the nine weeks rotation courses (wheel).

## **REQUIRED CORE COURSES**

### **ENGLISH/LANGUAGE ARTS (ELA)**

The sixth grade ELA course offers high quality, multi-genre, and multi-cultural reading experiences in the literary, informational, critical, and argumentative, environments. Each literature-based unit emphasizes a study of literary elements, vocabulary, grammar and language, and a media technology connection. Students will demonstrate a range of reading and level of text complexity to include historical documents and at least one Shakespearean work. Comprehension is enhanced by active reading strategies, critical thinking skills, and oral and written responses to text.

ELA is also a course that emphasizes writing as a process. Strong connections will be made with the interrelated processes of critical thinking, listening, viewing, speaking, and reading. Although the emphasis in sixth grade is placed on developing narrative writing, students will also write informative/explanatory and argumentative texts in all genres, in a wide range of contexts, and for a variety of audiences. Students will write routinely and over extended periods of time. The course will also focus on the student's ability to demonstrate command of the conventions of Standard English grammar and usage in written and oral presentations.

### **MATHEMATICS**

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

### **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 should 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.

### **SCIENCE**

Students will study natural and technological systems. All goals are focused on the unifying concepts of science defined by the *Next Generation Science Standards*: Systems, Order, and Organization; Evidence, Models, and Explanation; Constancy, Change, and Measurement; Evolution and Equilibrium; and Form and Function. The skills of inquiry is targeted for mastery. The concepts for which in-depth studies should be designed at the sixth-grade level include: Scientific Inquiry, Lithosphere, Cycling of Matter, Matter Structure, Solar System, Energy Transfer/Transformation, and Plants.

### **PHYSICAL EDUCATION/HEALTH**

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

## NINE WEEKS ROTATION EXPLORATORY ELECTIVE COURSES

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

### Wheel (9-week courses)

#### **EXPLORING WORLD LANGUAGE**

**Course Code: 12752Y0**

**(Arabic, Mandarin Chinese, French, Latin, and Spanish... – These courses may vary by school)**

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

#### **EXPLORING MUSIC**

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

#### **EXPLORING VISUAL ARTS**

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

#### **EXPLORING DRAMA**

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

#### **DIFFERENTIATED STUDY**

Differentiated Study is an approved site-based course.

## **ELECTIVE COURSE OFFERINGS**

### Semester

#### **EXPLORING MIDDLE SCHOOL WORLD LANGUAGE**

**Course Code:**

**(Arabic 12202Y0, Mandarin Chinese 11202Y0, French 11002Y0, Latin 12402Y0, and Spanish 11402Y0... – These courses may vary by school)**

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

#### **GLOBAL CONNECTIONS**

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

### Semester or year-long

#### **CREATIVE DRAMA**

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

#### **CHORUS**

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

### Year-long

#### **BEGINNING ORCHESTRA**

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

#### **INTERMEDIATE ORCHESTRA**

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

#### **BEGINNING BAND WOODWINDS**

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

#### **BEGINNING BAND BRASS**

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

#### **BEGINNING BAND PERCUSSION**

Students may enroll in Beginning Band Percussion only with the permission of the director.

#### **MIDDLE SCHOOL WORLD LANGUAGE AND CULTURE (Spanish Language and Culture)**

**Course Code: 11402Y**

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

## **MIDDLE SCHOOL WORLD LANGUAGE AND CULTURE (Chinese Language and Culture)**

**Course Code: 11202Y1**

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

## **SPANISH FOR NATIVE SPEAKERS I PART I (ACMS Only)**

**Course Code: 11492YA**

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

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

## **SPANISH AS LANGUAGE ARTS I Part I (NCIMS Only)**

***Pre-requisite: Rising E.E. Miller, Howard Hall or Owen 6<sup>th</sup> Grade Immersion Students: A placement examination will be administered at the beginning of the course.***

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

# Seventh Grade Level Requirements

Seventh-grade students will take all of the required core courses which are as follows: Language Arts, Reading, Social Studies, Science, Mathematics, eighteen weeks of Physical Education/Health, and eighteen weeks of Computer Skills. Students may select one elective either from the full year course offerings or the semester course offerings.

## REQUIRED CORE COURSES

### **ENGLISH/LANGUAGE ARTS (ELA)**

The seventh grade ELA course offers high quality, multi-genre, and multi-cultural reading experiences in the literary, informational, critical, and argumentative, environments. Each literature-based unit emphasizes a study of literary elements, vocabulary, grammar and language, and a media technology connection. Students will demonstrate a range of reading and level of text complexity to include historical documents and at least one Shakespearean work. Comprehension is enhanced by active reading strategies, critical thinking skills, and oral and written responses to the text.

ELA is also a course that emphasizes writing as a process. Strong connections will be made with the interrelated processes of critical thinking, viewing, speaking and listening, and reading. Although the emphasis in seventh grade is placed on argumentative writing, students will also write informative/ explanatory and use narrative techniques in texts in all genres, in a wide range of contexts, and for a variety of audiences. Students will write routinely and over extended periods of time. The course will also focus on the student's ability to demonstrate command of the conventions of Standard English grammar and usage in written and oral presentations.

### **MATHEMATICS**

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

### **7<sup>TH</sup> GRADE ACCELERATED/COMPACTED MATHEMATICS**

This class is designed for the academically gifted or advanced math student. If enrollment allows, other students who score at or above the 85<sup>th</sup> percentile on the sixth grade End-Of-Grade Test in math or other standardized math test may be considered if they maintain a minimum average of a "B" in sixth-grade math and are recommended by the teacher. If a student does not meet these criteria, the school's principal may review the student's performance to decide if the course is appropriate for the student. In addition to the topics covered in seventh-grade mathematics, students will receive instruction on eighth-grade math content standards. Additional topics include modeling bivariate data with linear equations, using and modeling with functions and problem-solving. The concepts studied in this course will prepare students for the future study of High School Math. Manipulatives and appropriate technology such as calculators and application software will be used regularly for instruction and assessments.

### **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 the 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 should be made to include an integrated study of various societies and regions from every continent (Africa, Asia, Europe, the Americas and Australia).

### **SCIENCE**

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

## PHYSICAL EDUCATION/HEALTH

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

## ELECTIVE COURSE OFFERINGS

### Semester

#### CREATIVE DRAMA

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

#### CREATIVE WRITING

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

#### EXPLORING MUSIC

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

#### EXPLORING DANCE

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

#### EXPLORING VISUAL ARTS

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

#### EXPLORING WORLD LANGUAGE AND CULTURE II

**Course Codes:**

**(Arabic 12202Y0, Mandarin Chinese 11202Y0, French 11002Y0, Latin 12402Y0, and Spanish 11402Y0... – These courses may vary by school)**

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

#### GLOBAL CONNECTIONS

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

#### DIFFERENTIATED STUDY

Differentiated Study is an approved site-based course.

## ELECTIVE COURSE OFFERINGS

### Year-Long

#### CHORUS

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

#### MIDDLE SCHOOL WORLD LANGUAGE AND CULTURE (*Spanish Language and Culture*)

Course Code: 11402Y1

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

#### MIDDLE SCHOOL WORLD LANGUAGE AND CULTURE (*Chinese Language and Culture*)

Course Code: 11202Y1

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

#### ARABIC I PART I

Course Code: 12212YA

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

#### MANDARIN CHINESE I PART I

Course Code: 11212YA

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

#### FRENCH I PART I

Course Code: 11012YA

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

## **LATIN I PART I**

**Course Code: 12412YA**

Latin I Part I is offered as part one of a two part series to enable motivated students to begin their foreign language studies at the 7<sup>th</sup>-grade level. Students in this course learn to pronounce and understand simple spoken and written Latin and focus on grammar, vocabulary, and derivatives. The close relationship between Latin and other world languages are emphasized. This course also covers aspects of Roman culture and Greek and Roman mythology. After successful completion of Latin I Part I, the student is expected to continue with Latin I Part II as an eighth grader.

## **SPANISH FOR NATIVE SPEAKERS I PART II (ACMS Only)**

**Course Code: 11492YB**

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

## **SPANISH FOR NATIVE SPEAKERS I (ACMS Only)**

**Course Code: 11492Y0**

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

## **SPANISH I PART I**

**Course Code: 11412YA**

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

## **SPANISH AS LANGUAGE ARTS I Part II**

**Prerequisite:** Spanish as Language Arts Literacy 6<sup>th</sup> Grade

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

## **ADVANCED ORCHESTRA**

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

### **INTERMEDIATE BAND**

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

### **BEGINNING BAND WOODWINDS**

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

### **BEGINNING BAND PERCUSSION**

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

### **BEGINNING BAND BRASS**

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

# Eighth Grade Level Requirements

Eighth-grade students will take all the required core courses which are as follows: Language Arts/Reading, Mathematics, Social Studies, Science, Computer Applications, and a semester of Physical Education/Health. Each student may select two electives either from the full year course offerings or from the semester course offerings.

## **REQUIRED CORE COURSES**

### **ENGLISH/LANGUAGE ARTS (ELA)**

The eighth grade ELA course offers high quality, multi-genre, and multi-cultural reading experiences in the literary, informational, critical, and argumentative, environments. Each literature-based unit emphasizes a study of literary elements, vocabulary, grammar and language, and a media technology connection. Comprehension is enhanced by active reading strategies, critical thinking skills, and oral and written responses to texts. Students will read a range of complex texts to include historical documents and at least one Shakespearean work and write routinely and over extended periods of time. This course will also emphasize writing as a process with strong connections to critical thinking, listening, viewing, speaking, and reading. Although the emphasis in eighth grade is placed on argumentative writing, students will also write informative/explanatory and use narrative techniques in texts in all genres, in a wide range of contexts, and for a variety of audiences. The course will also focus on the student's application of language conventions of Standard English grammar and usage in written and oral presentations.

### **8<sup>TH</sup> GRADE MATHEMATICS**

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

### **MATH I**

This class is designed for the academically gifted or advanced math student. If enrollment allows, other students who score at or above the 85<sup>th</sup> percentile on the seventh grade End of Grade Test in math or other standardized math test may be considered if they maintain a minimum average of a "B" in seventh-grade math and are recommended by the teacher. If a student does not meet these criteria, the school's principal may review the student's performance to decide if the course is appropriate for the student. In addition to the topics covered in eighth-grade mathematics, students will receive instruction on High School math standards. All students enrolled in Math I in the 8<sup>th</sup> grade are required to take the eighth-grade math End of Grade Test and the Math I End of Course Test. High school course credit is awarded to students who successfully complete Math I in the 8<sup>th</sup> grade.

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

### **SOCIAL STUDIES**

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. Although the major focus is state and national history, efforts should also be made to include a study of local history.

## **SCIENCE**

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

## **PHYSICAL EDUCATION/HEALTH**

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

## **ELECTIVE COURSE OFFERINGS**

### **Semester**

#### **EXPLORING VISUAL ARTS**

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

#### **CREATIVE WRITING**

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

#### **EXPLORING MUSIC**

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

#### **CREATIVE DRAMA**

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

#### **GLOBAL CONNECTION**

The eighth grade Global Connections course is an interdisciplinary course designed to provide students with the essential attitudes skills and knowledge for global citizenship. The course consists of six units of study with eighteen sub-units called *Connections* that explore various global topics. Students will explore topics on a global basis such as religion, pop culture, fine/performing arts, architecture, climate, natural hazards, higher education, rural education, technology, globalization, revolution, and terrorism. An important part of the course is the integration of a social entrepreneurship component in which students can use their skills and knowledge they have gained to better understand the world region they have selected for their entrepreneurship project. This service learning experience provides an authentic window into that country's culture, geography, environmental issues, education, economy, and politics.

#### **DIFFERENTIATED STUDY**

Differentiated Study is an approved site-based course.

## ELECTIVE COURSE OFFERINGS

### Year-Long

#### **CREATIVE DRAMA**

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

#### **EXPLORING DANCE**

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

#### **ADVANCED BAND**

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

#### **CHORUS**

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

#### **STRING ENSEMBLE**

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

#### **JAZZ ENSEMBLE**

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

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

#### **MANDARIN CHINESE PART II**

**Course Code: 11212YB**

***Prerequisite: Chinese I Part I***

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

## FRENCH I PART II

Course Code: 11012YB

### **Prerequisite: French I Part I**

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

## LATIN I PART II

Course Code: 12412YB

### **Prerequisite: Latin I Part I**

This course further develops Latin I Part I grammar and syntax while enhancing reading skills, increasing vocabulary and improving translation abilities. Students study Roman civilization and history as well as work extensively with derivatives. Students are also introduced to the Greek alphabet and are exposed to a limited Greek vocabulary. Students who successfully complete Latin I Part I and II are awarded high school course credit and may have the opportunity to continue with levels II, III, IV, V, and an AP level course in high school. *Proficiency exam will be given at the end of the course.*

## SPANISH I PART II

Course Code: 11412YB

### **Prerequisite: Spanish I Part I**

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

## ARABIC I (HS Credit)

Course Code: 12212X0

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

## MANDARIN CHINESE I (HS Credit)

Course Code: 11212X0

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

## FRENCH I (HS Credit)

Course Code: 11012X0

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

**LATIN I (HS Credit)****Course Code: 12412X0**

This course is an introduction to basic Latin grammar and vocabulary with an emphasis on the most common Latin structures and those that find parallels in English. Students are also introduced to the Greek alphabet, Roman culture and Greek and Roman mythology. High school course credit is awarded to students who successfully complete Latin I in the 8th grade. Students who successfully complete Latin I in the 8th grade may have the opportunity to continue with levels II, III, IV, V, and an AP level course in high school. **The course must consist of 135 instructional hours on a block schedule or 150 hours within a traditional schedule.** *Proficiency exam will be given at the end of the course.*

**SPANISH I (HS Credit)****Course Code: 11412X**

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

**SPANISH FOR NATIVE SPEAKERS I HS (ACMS Only)****Course Code: 11492Y0**

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

**SPANISH AS LANGUAGE ARTS II (NCIMS Only)****Prerequisite: Spanish as Language Arts Literacy 7th Grade**

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

**SPANISH FOR NATIVE SPEAKERS II HS (ACMS Only)****Course Code: 11502Y0**

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

**PEER HELPING**

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

**JOURNALISM**

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

**LIBRARY SCIENCE**

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

**DIFFERENTIATED STUDY**

Differentiated Study is an approved site-based course.



# CAREER AND TECHNICAL EDUCATION ELECTIVES

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

## EXPLORING AGRICULTURE SCIENCE

**COURSE CODE: AU02**

This middle school course grouping introduces students to the industry of agriculture. Topics of instruction include animal science, agricultural science and technology, plant science, agricultural issues, natural resources, food science, stewardship, consumer agriculture, and careers in agricultural science. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The following courses are available within this course group:

EXPLORING ENVIRONMENTAL AND NATURAL RESOURCES	(6 <sup>th</sup> Grade)
EXPLORING ANIMAL AND PLANT SCIENCE	(7 <sup>th</sup> or 8 <sup>th</sup> Grade)
EXPLORING FOOD AND AGRICULTURE PRODUCTS	(7 <sup>th</sup> Grade)
EXPLORING AGRICULTURE ISSUES	(8 <sup>th</sup> Grade)

## COMPUTER SKILLS AND APPLICATIONS

**COURSE CODE: BU10**

This middle school course grouping is composed of instructional modules designed to provide hands-on instruction in basic keyboarding skills, computer concepts, and software applications. The software applications include word processing, desktop publishing, presentation software, spreadsheets, and databases. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available 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. The following courses are available within this course group:

KEYBOARDING AND BASIC WORD PROCESSING	(6 <sup>th</sup> Grade)
DIGITAL LITERACY	(6 <sup>th</sup> Grade)
INTRODUCTION TO OFFICE PRODUCTIVITY	(7 <sup>th</sup> Grade)
OFFICE PRODUCTIVITY APPLICATIONS	(8 <sup>th</sup> Grade)

## EXPLORING BUSINESS, MARKETING, AND ENTREPRENEURSHIP

**COURSE CODE: BU20**

This middle school course is designed to explore the nature of business in an international economy and to study related careers in fields such as entrepreneurship, financial services, information technology, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem-solving and thinking skills. This course contributes to the development of a career development plan. English language arts, mathematics, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available 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. The following course is available within this course group:

EXPLORING BUSINESS ACTIVITIES	(6 <sup>th</sup> Grade)
EXPLORING BUSINESS AND ENTREPRENEURSHIP	(7 <sup>th</sup> Grade)

**EXPLORING CAREER DECISIONS****COURSE CODE: CC58**

This middle school course grouping provides an orientation to the world of work. Emphasis is placed on self-awareness, understanding the world of work, and the career planning process. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to, communication, 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. The following courses are available within the course group:

EXPLORING PERSONAL CHARACTERISTICS AND CAREERS	(6 <sup>th</sup> , 7 <sup>th</sup> , or 8 <sup>th</sup> Grade)
EXPLORING CAREERS AND EMPLOYMENT	(6 <sup>th</sup> , 7 <sup>th</sup> , or 8 <sup>th</sup> Grade)

**EXPLORING FAMILY AND CONSUMER SCIENCES****COURSE CODE: FC01**

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

EXPLORING INTERPERSONAL RELATIONSHIPS AND CHILDCARE	(7 <sup>th</sup> or 8 <sup>th</sup> Grade)
UNDERSTANDING PERSONAL FINANCE AND HOSPITALITY	(7 <sup>th</sup> or 8 <sup>th</sup> Grade)
EXPLORING NUTRITION AND WELLNESS	(8 <sup>th</sup> Grade)
EXPLORING APPAREL AND INTERIOR DESIGN	(8 <sup>th</sup> Grade)

**TECHNOLOGICAL DESIGN AND INNOVATION****COURSE CODE: TE01**

This middle school course grouping 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. 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. The following courses are available within this course group:

EXPLORING TECHNOLOGY	(7 <sup>th</sup> Grade)
EXPLORING ENGINEERING AND DESIGN	(7 <sup>th</sup> , or 8 <sup>th</sup> Grade)

**PLTW GATEWAY TO TECHNOLOGY****COURSE CODE: TP01**

Project Lead the Way (PLTW) Gateway to Technology (GTT) is an activities-oriented program designed to challenge and engage the natural curiosity and imagination of students. Taught in conjunction with a rigorous academic curriculum, the program is divided into independent courses. The following courses are available within this course group:

EXPLORING SCIENCE AND TECHNOLOGY	(6 <sup>th</sup> Grade)
STEM FOUNDATIONS	(7 <sup>th</sup> Grade)
SCIENCE OF TECHNOLOGY	(8 <sup>th</sup> Grade)
ENERGY AND THE ENVIRONMENT	(8 <sup>th</sup> Grade, DBMS Only)

# ACADEMICALLY AND INTELLECTUALLY GIFTED

## GENERAL INFORMATION

### **AIG CLUSTER READING/COMMUNICATION SKILLS CLASSES - Sixth, Seventh, and Eighth Grades**

These classes are designed for the academically gifted in reading/language arts. If enrollment allows, other students who score at or above the 85th percentile on the End of Grade Test in reading or other recent standardized reading achievement test(s) may be considered if they maintain a minimum grade of B in Cluster Reading/Language Arts classes and need advanced reading and writing curriculum. Students in these classes are expected to complete research assignments, extended reading assignments with products, advanced vocabulary activities, various essays developing thesis statements, and to participate in the Junior Great Books Reading Program. If the student does not meet these criteria, the school's Needs Determination Team may review the student's performance to decide if the course is appropriate for the student.

### **AIG CLUSTER MATH CLASS - Sixth Grade**

This class is designed for the academically gifted in math. If enrollment allows, other students who score at or above the 85th percentile on the fifth grade End of Grade Test in math or other recent standardized reading achievement test(s) may be considered if they maintain a minimum grade of B in fifth-grade math and need advanced math curriculum. Students are expected to participate in various math related enrichment projects and competitions. If the student does not meet these criteria, the school's Needs Determination Team may review the student's performance to decide if the course is appropriate for the student.

### **7TH GRADE ACCELERATED/COMPACTED MATHEMATICS – Seventh Grade**

This class is designed for the academically gifted or advanced math student. If enrollment allows, other students who score at or above the 85th percentile on the sixth grade End-Of-Grade Test in math or other standardized math test may be considered if they maintain a minimum average of a "B" in sixth-grade math and are recommended by the teacher. If a student does not meet these criteria, the school's principal may review the student's performance to decide if the course is appropriate for the student. In addition to the topics covered in seventh-grade mathematics, students will receive instruction on eighth-grade math content standards. Additional topics include modeling bivariate data with linear equations, using and modeling with functions and problem-solving. The concepts studied in this course will prepare students for the future study of High School Math. Manipulatives and appropriate technology such as calculators and application software will be used regularly for instruction and assessments.

### **MATH I CLASS – Eighth Grade**

This class is designed for the academically gifted or advanced math student. If enrollment allows, other students who score at or above the 85th percentile on the seventh grade End of Grade Test in math or other standardized math test may be considered if they maintain a minimum average of a "B" in seventh-grade math and are recommended by the teacher. If a student does not meet these criteria, the school's principal may review the student's performance to decide if the course is appropriate for the student. In addition to the topics covered in eighth-grade mathematics, students will receive instruction on High School math standards. All students enrolled in Math I in the 8th grade are required to take the eighth-grade math End of Grade Test and the Math I End of Course Test. High school course credit is awarded to students who successfully complete Math I in the 8th grade.

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

## MIDDLE SCHOOL EXCEPTIONAL CHILDREN SCHEDULING

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

- The IEP Team, including parents, shall consider the continuum of services options in determining appropriate ways to implement special education and regular education services.
- Resource class sizes should not exceed 12 students per period. Resource class sizes may go up to 14 students per period if additional staff (e.g., Teacher Assistant or an HQ core content teacher) is present.
- In so far as indicated by the students' IEPs, EC students should be clustered in heterogeneous, cooperative classes. The number of EC students clustered in a class should be a maximum of no more than 79% of the total class roster. The total number of EC students receiving support in a cooperative class should not exceed 14 students.
- A reading course, implementing a research-validated intervention program, must be scheduled for EC students whose IEP reflects the need for intensive intervention in the area of reading. An EC teacher trained in the use of the program must teach the class. This course must be offered in all schools.
- All EC teachers who teach a standard course of study core content course must be Highly Qualified (HQ) in that area in order to be the standalone Teacher of Record (TOR). The Team Teaching designation in NCWISE should be utilized in instances where the EC teacher is not HQ in the core content area that they are teaching. This option would require a teacher who is HQ in the core area to team teach with the non -HQ EC teacher. The teacher who is HQ in the core area would serve as the TOR. Other scheduling options such as a placement into Cooperative classes with additional study skills elective to address deficits in the area of Reading and Math may also be considered. Any changes that result in a change of continuums must be made by the IEP team and must be reflected within the IEP.
- If 51% or more students in a class are coded as grade level of K-6 then the class deemed a 68th-grade class, then the K-6 or 6-9 area can cover the class.
- The class schedule for students must match the services/frequency page of the IEP.



# SCHOOLS OF CHOICE

## **Anne Chesnutt Middle School**

**Grades 6-8**

**Uniform Dress Code**

**Foreign Language and Global Communications,  
Middle School Dual Immersion Program**

*(Rising E.E. Miller and W.H. Owen students only, Previous Immersion studies students and Spanish Heritage Native Speaking students)*

- Provides an immersion language experience in a multicultural setting for students, parents, teachers and community alike and prepares students for the competitive nature of the 21st-century society. Our school offers language experiences in Spanish, Mandarin Chinese, and Arabic.
- Instructional goal of Spanish for Native speakers - immerse students in a formal study of Spanish, focusing on grammar, reading, listening and writing, vocabulary development, exposure to the language and culture of Hispanic communities while increasing their language proficiency level
- Instructional goal of Mandarin Chinese - achieve proficiency in the Chinese language and then further develop an understanding of Chinese culture; students can use Chinese in a variety of environments and become confident speakers, readers, and writers
- Instructional goal of Arabic course - introduce students to the language, culture, and history of Arabic-speaking countries
- Provides a Robotics program that prepares students for future ready jobs through an immersion of computer programming, teamwork, critical thinking, and innovation

## **Max Abbott Middle School**

**Grades 6-8**

**Global Communications**

- Offers foreign language instruction at all grade levels
- Provides access to the assessment process through student work products and regular progress reports
- Utilizes technology as a tool for product development and presentation
- Promotes student interest and involvement in learning through curriculum correlated interdisciplinary units with culminating activities at the completion of each interdisciplinary unit of study
- All students will be involved in Global Communications through global activities in core curriculum classrooms and in the EXCEL block. 6th-grade choice students may take any of the fine arts classes offered, 7th-grade choice students must take Spanish or Visual Art, and 8th-grade choice students must take Spanish I

## **New Century International Middle School**

**Grades 6-8**

**Middle School Immersion Program**

*(E.E. Miller Elementary and W.H. Owen rising 6<sup>th</sup> Grade Immersion Students only)*

- Students who have completed the K-5 Language Immersion Program from E. E. Miller and W. H. Owen can continue the Language Immersion Program at the Middle School level in grades 6-8. Students will broaden skills in cultural awareness and global knowledge while continuing to learn academic content in Spanish. Students will also strengthen Spanish language skills while interacting with other speakers of the language.

## **Reid Ross Classical Middle School**

**Grades 6-12**

**Year-Round, Classical Studies (uniform dress code)**

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

## **Seventy-First Classical Middle School**

**Grades 6-8**

**Classical Studies (uniform dress code)**

- Focuses on a traditional education in a structured environment and emphasizes academics, arts, character development, school pride, and civic responsibility
- Promotes a rigorous course of study while focusing on cultural arts, technology, and global awareness
- Offers interdisciplinary units of study
- Prescribes a uniform dress code

## **ACADEMIC INTERVENTION**

*Taken from CCS Board of Education policy 3405*

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

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

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

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

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

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

## **PROMOTION STANDARDS**

*Taken from CCS Board of Education policy 3420*

### **PURPOSE**

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

### **STANDARDS FOR PROGRESSION**

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

## **CUMBERLAND COUNTY SCHOOLS STUDENT ACCOUNTABILITY AND PROMOTION STANDARDS**

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

### **GRADES 6-8 LOCAL PROMOTION STANDARDS**

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

### **APPEALS OF PROMOTION DECISIONS**

#### **TO THE SUPERINTENDENT**

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

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

#### **TO THE BOARD OF EDUCATION**

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

### **PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES**

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

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

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