

2016-2017

MIDDLE SCHOOL PLANNING GUIDE



Every Child. Every Day. For a Better Tomorrow.

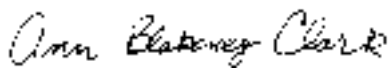
Dear CMS parent,

Charlotte-Mecklenburg Schools strives to provide a personalized learning experience that allows every student to learn. Our programs are as diverse as our students. Whether your child loves math, is learning English or needs a little extra help, we have a program to help your child engage and succeed in school.

All of our programs are designed to meet each student's needs, talents and abilities. We believe that one size does not fit all in the education of students – every student is unique. This planning guide is intended to provide information about the many programs we offer so that you can make the best decisions for your child in the 2016-2017 school year.

Thank you for choosing Charlotte-Mecklenburg Schools.

Sincerely,



Ann Blakeney Clark
Superintendent
Charlotte-Mecklenburg Schools

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General Information

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

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

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

Directory

ALBEMARLE ROAD	980-343-6420
6900 Democracy Drive, Charlotte, NC 28212	
ALEXANDER GRAHAM	980-343-5810
1800 Runnymede Lane, Charlotte, NC 28211	
J.M. ALEXANDER	980-343-3830
12201 Hambright Road, Huntersville, NC 28078	
BAILEY	980-343-1068
11900 Bailey Road, Cornelius, NC 28031	
BRADLEY	980-343-5750
13345 Beatties Ford Road, Huntersville, NC 28078	
BERRYHILL SCHOOL	980-343-6100
10501 Windy Grove Road, Charlotte, NC 28278	
BRUNS ACADEMY	980-343-5495
501 South Bruns Avenue, Charlotte, NC 28208	
WALTER G. BYERS SCHOOL	980-343-6940
1415 Hamilton Street, Charlotte, NC 28206	
CARMEL	980-343-6705
5001 Camilla Drive, Charlotte, NC 28226	
COCHRANE COLLEGIATE ACADEMY	980-343-6460
6200 Starhaven Drive, Charlotte, NC 28215	
COLLINSWOOD	980-343-5820
4000 Applegate Road, Charlotte, NC 28209	
COMMUNITY HOUSE	980-343-0689
9500 Community House Road, Charlotte, NC 28277	
COULWOOD	980-343-6090
500 Kentberry Drive, Charlotte, NC 28214	
CRESTDALE	980-343-5755
940 Sam Newell Road, Matthews, NC 28105	
DRUID HILLS ACADEMY	980-343-5515
2801 Lucena Avenue, Charlotte, NC 28206	
EASTWAY	980-343-6410
1501 Norland Road, Charlotte, NC 28205	
HAWTHORNE	980-343-6011
1411 Hawthorne Lane, Charlotte, NC 28205	
HIGHLAND MILL MONTESSORI	980-343-5525
3201 Clemson Avenue, Charlotte, NC 28205	
KENNEDY	980-343-5540
4000 Gallant Lane, Charlotte, NC 28273	
MARTIN LUTHER KING JUNIOR	980-343-0698
500 Bilmark Avenue, Charlotte, NC 28213	
JAMES MARTIN	980-343-5382
7800 IBM Drive, Charlotte, NC 28262	
MCCLINTOCK	980-343-6425
2101 Rama Road, Charlotte, NC 28212	
MILITARY & GLOBAL LEADERSHIP ACADEMY	980-343-0006
3343 Griffith Street Charlotte, NC 28203	
MINT HILL	980-343-5439
11501 Idlewild Road, Matthews, NC 28262	
MOREHEAD	980-343-5775
7810 Neal Road, Charlotte, NC 28215	
MT. ISLAND LAKE ACADEMY	980-343-6948
7905 Pleasant Grove Road, Charlotte, NC 28214	
NORTHEAST	980-343-6920
5960 Brickstone Drive, Charlotte, NC 28227	
NORTHBRIDGE	980-343-5015
7601 The Plaza, Charlotte, NC 28215	
NORTHWEST	980-343-5500
1415 Beatties Ford Road, Charlotte, NC 28216	
OAKLAWN	980-343-0400
1810 Oaklawn Avenue, Charlotte, NC 28216	
PARK ROAD MONTESSORI	980-343-5830
3701 Haven Drive, Charlotte, NC 28209	
PIEDMONT	980-343-5435
1241 E. 10th Street, Charlotte, NC 28204	
QUAIL HOLLOW	980-343-3620
2901 Smithfield Church Road, Charlotte, NC 28210	
RANDOLPH	980-343-6700
4400 Water Oak Road, Charlotte, NC 28211	
RANSON	980-343-6800
5850 Statesville Road, Charlotte, NC 28269	
REID PARK ACADEMY	980-343-5035
4108 West Tyvola Road, Charlotte, NC 28208	
RIDGE ROAD	980-344-3410
7260 Highland Creek Parkway, Charlotte, NC 28269Jay	
J.M. ROBINSON	980-343-6944
5925 Ballantyne Commons Parkway, Charlotte, NC 28277	
SEDFIELD	980-343-5840
2700 Dorchester Place, Charlotte, NC 28209	
SOUTH CHARLOTTE	980-343-3670
8040 Strawberry Lane, Charlotte, NC 28277	
SOUTHWEST	980-343-5006
13624 Steezele Creek Road, Charlotte, NC 28273	
THOMASBORO ACADEMY	980-343-6000
538 Bradford Drive, Charlotte, NC 28208	
TURNING POINT	980-343-5231
2300 W. Sugar Creek Road, Charlotte, NC 28262	
E.E. WADDELL ACADEMY OF INTERNATIONAL LANGUAGES	980-343-5775
7030 Nations Ford Road, Charlotte, NC 28217	
WESTERLY HILLS ACADEMY	980-343-6021
4420 Denver Avenue, Charlotte, NC 28208	
WHITEWATER	980-343-3400
1520 Belmeade Drive, Charlotte, NC 28214	

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

AVID is a college readiness system that targets students in the academic middle who have the desire to attend college and who have the willingness to work hard. AVID moves students into more rigorous courses and enrolls them in an AVID elective course for academic support. In the AVID elective, students develop Writing, Inquiry, Collaboration, Organization and Reading (WICOR) skills—all of which are essential for success in more rigorous courses. Rigorous in-class tutorials assist students in improving their achievement in academic classes. AVID also places an emphasis on public speaking and leadership skills, as well as the importance of community service. The goal is to raise the expectations of all students and with the AVID support system in place, they will rise to the challenge.

Students must:

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

AVID is available to students in grades 6 - 12, and it is offered in many CMS middle and high schools. Please contact your school for information about availability and how to enroll.

EXCEPTIONAL CHILDREN PROGRAMS & SERVICES

The primary purpose of Exceptional Children (EC) programs is to ensure that students with disabilities develop mentally, physically, and emotionally through the provision of an appropriate, individualized education program in the least restrictive environment. Inclusion is the understanding that ALL students will have access to the knowledge, skills, and values necessary to live productive lives. Depending upon the educational needs of an individual student, each student's EC program reflects the recommendations included in the Individual Education Program (IEP). To the greatest degree possible and appropriate, EC instruction aligns with and follows the Common Core State Standards.

TALENT DEVELOPMENT & ADVANCED PROGRAMS

The mission of the Talent Development and Advanced Studies program is to provide gifted students (K-12) from all cultural and socioeconomic backgrounds with educational opportunities and non-instructional experiences that develop their potential for outstanding performance capability in intellectual, academic, creative, artistic and leadership areas. At the middle school level, TD students are served utilizing the inclusion model in Standard or Honors level language arts and math courses. In these courses, teachers incorporate gifted research-based curriculum, practices, and strategies and make appropriate content modifications. Placement in Honors courses is based on multiple criteria and may include such things as EOG scores, previous course grades, teacher recommendations, and district benchmark exam scores. A variety of enrichment activities (e.g., National Academic League, Odyssey of the Mind, Math Counts, Chess Club, Science Olympiad, Shakespeare Recitation Competition, etc.) are also available.

HORIZONS

The Horizons Program was created in 1999 to offer a challenging and motivating environment for highly and profoundly gifted students. This (K-12) program focuses on meeting the needs of students with extraordinary skills and extreme potential that are working 2-3 grade levels ahead of their age peers in all subject areas. The middle school component is offered at Randolph Middle School and includes a rigorous, humanities-based curriculum and/or cross-grade level placement in advanced math classes. The high school component is offered at East Mecklenburg High School and consists of a special seminar each semester, as well as priority placement in advanced courses. For more information about this unique program and the required application process, contact the Talent Development office at (980) 343-2644.

VIRTUAL & ONLINE LEARNING

VIRTUAL MIDDLE SCHOOL COURSES

Middle school students have the option (based on school approval) to take middle school core classes online, as well as, Middle School Creative Writing, Middle School Success 101, Middle School Art, and Middle School Photography. These count as middle school courses and are not reflected on the high school transcript. Keep reading for information for high school courses for middle school students.

CMS offers online opportunities to take courses for middle school students to earn high school credit. These courses are offered through North Carolina Virtual Public School and can be taken during the school day, after school, or during the summer months offered through North Carolina Virtual Public School (NCVPS) or Edgenuity. High school courses taken in middle school will require approximately 45 minutes per day (M-F) for yearlong courses or 90 mins/day for semester-long courses. All courses taken in middle school will be shown on student's high school transcript, but will not be calculated in grade point average or class ranking. For complete course listing, contact a middle school guidance counselor. With principal permission, middle school students are eligible to take the following courses online for high school credit:

MATH COURSES

Middle school students are allowed to enroll in high school math courses such as Math I, Math II and Math III. The middle school student must meet the prerequisites of the high school math course to enroll. If a middle school student takes a high school math course that has an EOC assessment (Math I Only), the student's home school must administer the test. The EOC assessment score must count at least 25% of the student's final grade. These courses will count toward the NC High School Graduation Requirements of four (4) math courses while in high school. However, the grades will not be calculated into the high school grade point average and will not affect class ranking.

WORLD LANGUAGE COURSES

Middle School students are allowed to take the first two high school levels of a World Language course while in middle school. These courses will count toward credits required to meet minimum application requirements for the UNC University System. However, the grades will not be calculated into the high school grade point average or affect class ranking. Languages available online include Arabic, French, Chinese, German, Japanese, Latin, Russian, and Spanish.

SCIENCE COURSES

Middle school students may take a high school science course online, however, the student must still pass the required 8th grade science EOG. The school will determine if the student is ready for a high school science course. If the student takes a high school science course that has a required EOC assessment (Biology I), the student's home school must administer the test AND the student must score a Level III or higher to meet the NC High School exit standard. The EOC assessment will count at least 25% of the student's final grade. The courses will count toward the three science courses required for the NC High School Graduation Requirement, but grades will not be calculated into the high school grade point average or affect class ranking. Available online science courses are Physical Science, Biology, and Earth & Environmental Science.

ADDITIONAL COURSES

Middle school students can also take high school level Social Studies courses, including Civics & Economics, World History, and American History 1 and 2. Elective opportunities include Success 101. Success 101 orients students to online courses, while exploring career options, study skills and high school readiness, and college prep skills.



ENGLISH AS A SECOND LANGUAGE (ESL) CONTENT COURSES FOR ENGLISH LANGUAGE LEARNERS MIDDLE SCHOOL

Charlotte-Mecklenburg Schools provides the English as a Second Language program (ESL) at all middle schools. To be eligible for the ESL program, students must have a language, other than English, in their background and qualify for services based on the WIDA Access Placement Test (W-APT). ESL program goals are to help students obtain English language proficiency and to meet age and grade appropriate academic achievement standards for grade promotion and graduation. ESL classes are taught in English. Special instructional materials are provided. English Language Development courses may be scheduled as companion courses with core content and SIOP courses. Students are placed in the correct program of study according to English Language Proficiency as established by the ACCESS or W-APT test, transcripts, educational background and teacher recommendations. Parents please communicate with school counselors regarding student course placement.

ESL LANGUAGE ARTS COURSES

Students are grouped by English proficiency into Novice, Intermediate, and Advanced ESL/English Language Arts courses. These courses are instructed by highly qualified teachers with dual certification in ESL and ELA. These courses follow the Essential Standards for English Language Arts and the North Carolina WIDA Standards Framework. Lesson delivery is adapted through the use of visuals, collaborative learning, discussion and modified language to meet the needs of the English language learner.

SHELTERED INSTRUCTION (SIOP) LANGUAGE LAB COURSES

Students are grouped by English Language proficiency into Novice, Intermediate, and Advanced Language Lab. These courses are instructed by highly qualified ESL Teachers. Small group instruction follows the North Carolina WIDA Standards Framework to develop academic vocabulary and content literacy in core academic classes such as Math, Social Studies, and Science.

ENGLISH LANGUAGE DEVELOPMENT COURSES (ELD)

Students are grouped by English proficiency into Novice, Intermediate, or Advanced English Language Development courses. These courses are instructed by highly qualified ESL Teachers. Small group instruction follows the North Carolina WIDA Standards Framework to develop listening, speaking, reading and writing skills in.

SHELTERED INSTRUCTION (SIOP) COURSES

Sheltered Instruction promotes academic achievement for English learners by providing grade-level, content-area concepts while simultaneously developing English academic language proficiency. Teachers using Sheltered Instruction use strategies such as building students' background knowledge, interactive activities, and teaching students' strategies for learning language. English Language Learners can enroll in SIOP Math, SIOP Language Arts, SIOP Science, and SIOP Social Studies courses taught by highly qualified teachers.

CFNC

College Foundation of North Carolina is an online data base designed to help students explore options to help them plan and succeed in high school, college and beyond. This online program allows students to have access to a variety of services such as career interest inventories, high school planning timelines and information regarding college and career promise. Students are able to use this program as they develop goals and prepare for their future. School counselors work with students to assist them in creating personal profiles and effectively utilizing the program.

INTERDISCIPLINARY TEAMS

To create smaller and more personal communities of learning, schools will provide a team of teachers in a school-within-a-school or grade level/house arrangement. Typically, teams are two to six teachers representing different academic disciplines who share the same group of students. Depending on the flexibility of the individual school's schedule, teams may utilize large blocks of time to group and regroup students for instruction.

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

ACADEMICS

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

ADVISORY/ACADEMIC ENRICHMENT

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

CAREER AND TECHNICAL EDUCATION

Career and Technical Education (CTE) is an integral part of the middle school program in CMS. The mission of CTE is to engage middle students in rigorous and relevant learning in preparation for high school and post-secondary success. The middle school CTE program initiates the career exploration process for students and provides course offerings that meet student needs, interests and abilities for future career and educational goals. CTE courses empower students with 21st century skills that become the foundation of any career such as teamwork, initiative, decision-making skills, leadership, critical thinking and computer proficiency. CTE promotes best teaching practices that enhance the classroom environment through project based learning and student organizations.

Career and Technical Student Organizations (CTSO) are a vital part of CTE programs. CMS has over 3000 students participating in CTSO each year. CTSO provide students with the opportunity to extend learning from the classroom to the community and beyond. CTSO provide opportunities for students to develop and enhance the skills they will need to be successful in their future careers and leadership endeavors. CTSO students participate in various activities such as leadership conferences, service projects, competitive events at the local, state, and national level. CTSO build 21st century skills such as creativity, innovation, collaboration, communication, critical thinking, and problem solving. Students at the middle school level enrolled in a CTE course can join Future Business Leaders of America (FBLA) and/or Technology Student Association (TSA). Want to learn more? Go to <http://www.ncfbla.org> or <http://www.nctsa.org> for more information.

SCHOOL COUNSELING SERVICES

Students have the opportunity to participate in a middle school guidance program that focuses on academic, personal/social, and career development. Students in the middle grades, together with their families, begin to build an educational plan to reach their career goals. School counselors utilize a core curriculum which consists of structured lessons designed to help students attain the desired competencies and to provide all students with knowledge and skills appropriate for their developmental level.

At the middle school level, students are challenged with rigorous academic coursework. Counselors assist students and parents in the course selection process. Along with challenging coursework, students are provided with support to help them succeed in school and are prepared to lead fulfilling lives as responsible members of society. Counselors sponsor special recognition and incentive programs to honor students who are doing well and to encourage all students to perform at their best. Individual and group counseling sessions are provided to assist middle school students with normal developmental issues. Counselors work with students to help them handle real-life situations, develop good character traits, and become successful adults. Families are encouraged to contact their child's counselor when there are questions or concerns, and to stay highly involved in their child's education process.

STUDENT WELLNESS POLICY

Federal law mandates that a student wellness policy be in place for all schools. The wellness policy includes goals for nutrition, physical activity and other activities designed to promote student wellness. The policy assures compliance with federal child nutrition guidelines and establishes a plan to measure implementation and ensure compliance with the policy. The CMS plan's requirements include:

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

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

HEALTH AND PHYSICAL EDUCATION

To ensure CMS students graduate emotionally, socially, and physically healthy, they will receive health and physical education instruction each year while in middle school. Additionally, students will meet the high school CPR graduation requirement by successfully completing a CPR skills during the eighth grade health education course.

VISION: To ensure all student-athletes become responsible citizens and demonstrate a spirit of generosity, sportsmanship and teamwork as effective participants in society.

SPORTS OFFERINGS

Fall : Football, Girl's Softball, Girl's Volleyball, Golf, Cheerleading
Winter: Boy's Basketball, Girl's Basketball, Cheerleading
Spring: Baseball, Boy's Soccer, Girl's Soccer, Boy's Track, Girl's Track

RESPONSIBILITIES OF PARENTS &

STUDENT-ATHLETES (NOT LIMITED TO)

- Must adhere to all North Carolina Department of Public Instruction (DPI) and CMS athletic eligibility regulations
- Must sign all CMS required athletic eligibility participation forms
- Must provide proof of medical or accident insurance
- Must pay the participation fee (\$50 per sport season) or meet the waiver criteria when named to the team roster. The participation fee does not guarantee playing time
- Must receive a medical examination each year (365 days) by a duly licensed physician, nurse practitioner or physician assistant
- Must attend a required pre-season meeting at the school prior to the sport season (fall, winter, spring)
- Must not accept prizes, merchandise, money or any item that can be exchanged for money as a result of athletic participation
- May not, as an individual or as a team, practice during the school day or on a Saturday or Sunday
- May only attend summer camps to which the athlete or his/her parents pay the fees

ADDITIONAL INFORMATION

Athletic information included in this the Middle School Planning Guide is provided as a resource. Specific questions or clarifications of athletic information and/or eligibility should be addressed to the school's athletic director. For additional information, contact the Charlotte-Mecklenburg Schools Department of Athletics web site at www.cms.k12.nc.us or call 980-343-6980.

ATHLETIC ELIGIBILITY REQUIREMENTS

Only students in grades 7-12 may participate in interscholastic athletic competition (State Board of Education Regulation). No student may be eligible to participate at the middle school level for a period lasting longer than four (4) consecutive semesters beginning with the student's entry into the seventh grade. The principal shall have evidence of the date of each player's entry into the seventh grade and monitor the four (4) consecutive semesters. In order to qualify for public school participation, a student must meet the following requirements, but is not limited to the following requirements:

7TH GRADE

- A student who is promoted from the sixth grade to the seventh grade automatically meets the requirements for the first semester
- Must have earned a 2.0 GPA from previous semester (beginning second semester)
- Must have passed a minimum load of work during the previous semester (beginning second semester)
- Must be currently enrolled in at least one-half of the minimum academic course load
- Must be in attendance at school that day for at least one-half of the instructional day
- Must have 85 percent attendance (beginning second semester)
- May participate only at the school where he/she is enrolled
- Shall not participate if he/she becomes 15 years of age on or before August 31 of said school year

8TH GRADE

- Must have earned a 2.0 GPA from previous semester
- Must have passed a minimum load of work during the previous semester
- Must be currently enrolled in at least one-half of the minimum academic course load
- Must be in attendance at school that day for at least one-half of the instructional day
- Must have 85 percent attendance from previous semester
- May participate only at the school where he/she is enrolled
- Shall not participate if he/she becomes 15 years of age on or before August 31 of said school year

EXCEPTIONAL CHILDREN

The 2.0 eligibility rule will be waived if:

- I.E.P. goals are being met
- Satisfactory progress is being made in mainstreamed classes
- Has the principal's recommendation

EXTENDED YEAR

A student interested in participating in athletics should speak with the school counselor AND school athletic director prior to enrolling in a credit recovery or summer school class.

Student-athletes who take classes in the summer to make up credits should be aware that they will not earn letter grades in credit recovery courses. These courses are graded "pass/fail." This means that credit recovery courses do not affect a student's GPA positively or negatively: a "P" in a credit recovery course will not help to improve a 2nd semester GPA that is below a 2.0. Credits are awarded for passing these courses; a credit earned in a credit recovery course will count towards the NC High School Athletic Association's minimum course pass count requirement and towards local promotion credit requirements.

Summer school classes taken outside CMS can help athletic GPA ("the 2.0 rule"), pass count and promotion if the class is repeated for a failed year course. The summer school class must be approved by school principal prior to enrolling.

CMS has two (2) methods of anonymous communication for individuals to report suspected violations of athletic eligibility requirements:

playfair@cms.k12.nc.us

(980) 343-1098

For more information about athletic-eligibility rules and the consequences for violations: www.cms.k12.nc.us



ENTRANCE AND CONTINUATION REQUIREMENTS – 2016-2017

ENTRANCE REQUIREMENTS FOR MAGNET PROGRAMS

Entrance requirements exist for certain magnet programs. Students interested in applying to these magnet programs should meet the requirements for the grade levels indicated. Any designated entrance requirement must also be met before the sibling guarantee is applied.

ACKNOWLEDGEMENT OF MAGNET PROGRAM ENTRANCE REQUIREMENTS

- An acknowledgement of magnet program expectations, entrance, and continuation requirements is required in order to complete and submit an online magnet lottery application. Individuals submitting a Request for Reassignment/Transfer to a magnet program must acknowledge magnet program expectations, entrance, and continuation requirements when they submit the online form or their request cannot be processed.

MAGNET THEME ENTRANCE REQUIREMENTS

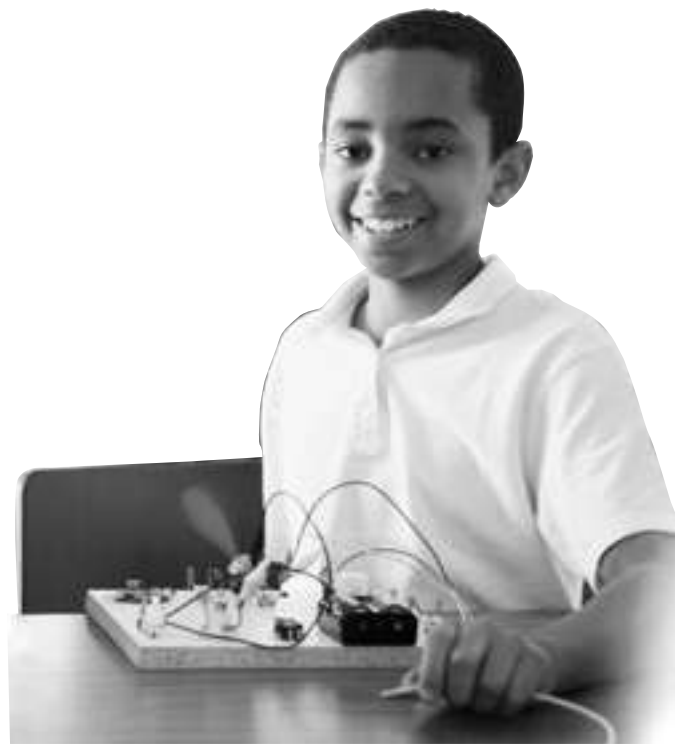
- International Baccalaureate (grades 6-8)**– Students entering middle school must be promoted at the end of the school year in which the application is made. Students entering grades 6, 7, and 8 must have scored at or above Level 3 in Reading and Math End of Grade Testing in the 2014-2015 school year.
- Military and Global Leadership Academy at Marie G. Davis (grades 6-8)** – Students entering grades 6-8 must participate in an interview or small group orientation prior to the end of the lottery application period. Late interviews will be conducted after this date on a space-available basis, and these students will become part of the wait pool. Students entering the Academy may not have been previously retained in middle or high school and must be promoted at the end of the school year in which the application is made. Contact the school for an interview appointment (980-343-0006).
- Secondary Montessori at Sedgefield Middle (grades 7-9)** – Current CMS Montessori students have an automatic magnet continuation from grade 6 to grade 7. Rising seventh and eighth graders living in Mecklenburg County who are not current CMS Montessori students, are eligible to apply via the Request for Reassignment/Transfer process. Non-CMS Montessori students must have completed at least two years of an upper elementary Montessori program, or successfully complete a Montessori disposition aptitude assessment at the school.
- STEM (grades 6-8)** –Students entering grades 6, 7, and 8 must have scored at or above Level 3 in Math and Level III in Science for rising 7th graders (rising 6th and 8th graders will not have a Science score) in the 2014-2015 school year.

CONTINUATION REQUIREMENTS TO REMAIN IN A MAGNET PROGRAM

Once students are admitted into a magnet program in middle or high school, they are expected to participate in specific components, to enroll in required magnet courses and to pass the required courses. This section outlines the continuation requirements to remain in a magnet program.

SPECIFIC MAGNET COMPONENTS

There are specific magnet components required in certain magnet programs:



International Baccalaureate - promotion to the next grade level; performance of Community Action and Service requirements

Military and Global Leadership - promotion to the next grade level; adherence to designated school and military uniform attire and grooming standards

MINIMUM COURSE REQUIREMENTS FOR STUDENT CONTINUATION

Students in CMS magnet programs are expected to fulfill minimum course requirements related to the magnet theme in order to maintain active status as a magnet student and continue to the next grade level within the magnet program (CMS Board Policy regulation JCA-R). Course requirements listed below are used in maintaining magnet program eligibility for students.

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

Magnet Theme	Middle School	Magnet Theme-related Course Requirements
World Languages & Language Immersion	Collinswood Oaklawn Waddell	World Language (Chinese, French, German, Japanese or Spanish); Language Arts in target language (immersion students)
IB Middle Years	Albemarle Road JM Alexander Piedmont Randolph Ranson	Language B (e.g. French, Latin or Spanish) MYP students in grades 6-8 must be enrolled in all MYP courses for which they have the necessary prerequisites and be promoted to next grade level
Military and Global Leadership	Marie G. Davis Military and Global Leadership Academy	Military and Leadership course; World Language course
STEM (Science, Technology, Engineering & Math)	Coulwood JM Morehead McClintock Kennedy	Math, Science, and STEM enrichment courses
Visual and Performing Arts	Northwest School of the Arts	Two (2) Arts electives

MINIMUM REQUIRED COURSES OFFERINGS

All courses are a year in length unless otherwise noted.

- Arabic I & II
- French I & II
- Chinese I & II
- Spanish I & II
- German I & II
- Russian I & II
- Latin I & II
- Japanese I & II
- English I
- Math I, II, & III
- Advanced Functions & Modeling
- Pre-Calculus
- Physical Science
- Biology
- Earth/Environmental Science
- U.S. History
- World History
- Civics & Economics
- American History I & II

****Students at risk of academic failure may be required to take an additional reading and/or math enrichment class, thus potentially limiting the number of electives that may be taken.**

6TH GRADE REQUIRED COURSES

LANGUAGE ARTS

LANGUAGE ARTS 6

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

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

HONORS LANGUAGE ARTS 6

In addition to Language Arts 6, students experience complex problem solving analysis and the use of reasoning.

Students will be expected to recognize, analyze, and solve problems. The content of this course requires that students be skilled readers and writers, ask penetrating questions, and work independently with challenging materials. Students who score well above grade level on the 5th grade EOG test in Reading tend to do well in this course.

ESL LANGUAGE ARTS

Students are grouped by English proficiency into Novice or Intermediate ESL/English Language Arts courses. These courses are instructed by highly qualified teachers with dual certification in ESL and ELA. These courses follow the Essential Standards for English Language Arts and the North Carolina WIDA Standards Framework.

Lesson delivery is adapted through the use of visuals, collaborative learning, discussion and modified language to meet the needs of the English language learner.

SOCIAL STUDIES

BEGINNINGS OF HUMAN SOCIETY TO THE EMERGENCE OF THE FIRST GLOBAL AGE (1450)

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 analysis on 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. 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. The standards are organized around five strands: history, geography and environmental literacy, economics and financial literacy, civics and governance and culture. The course includes two types of essential standards – one that identifies the skills that students should master during the course of the year and another that identify the knowledge and understandings. The skills should be taught within the context of applying knowledge and understandings to a study of the ancient world.

SCIENCE

INTEGRATED SCIENCE 6

This course is an inquiry-based science class exploring the interrelationships of the life, earth, and physical sciences. Required content includes the study of waves and energy, physical and chemical changes, energy transfer and interactions of matter and energy, earth systems, earth structures and processes, energy flow in ecosystems and populations.

HEALTH AND PHYSICAL EDUCATION

HEALTH/PHYSICAL EDUCATION (S)

The health education and physical education curriculum is combined to meet the NC sixth grade Healthful Living Essential Standards. These courses are taught in alternating nine week sections, one in health education and one in physical education. The Health Education standards include behavior and skill development in five strands, Mental/Emotional Health, Alcohol/Tobacco/Other Drugs, Nutrition/Physical Activity, Interpersonal Communication and Relationships (including RHASE) and Personal/Consumer Health. The Reproductive Health and Safety Education curriculum is part of our local curricula meeting state standards (House Bill 88). The Physical Education standards include skill and acquisition development in four strands, Motor Skills, Movement Concepts, Health Related Fitness and Personal/Social Responsibility.

**Note: Parental permission is required for a student to be exempt from the Reproductive Health and Safety Education (RHASE) unit. The form "Parent/Guardian Request for Student Exemption from Reproductive Health and Safety Education (RHASE) Unit" will be made available prior to instruction*



MATHEMATICS

MATH 6

This course is designed for those students who meet the established criteria and requirements. The content in this course follows the Common Core State Standards. In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Geometry topics include the discovery of formulas for finding area, perimeter and volume for a variety of geometric figures, and coordinating transformations of these figures. Students will be involved in the use of conceptual understanding and procedural fluency using the course material provided.

HONORS MATH 6

This course is designed for those students who meet the established criteria and requirements. The content in this course follows the Common Core State Standards. The students enrolled in this course will be expected to complete Math I by the end of the 8th grade. The content of this course will include the study and extension of concepts addressed in Math 6 and follow the Common Core State Standards. Students will be involved in the use of conceptual understanding and procedural fluency using the course material provided. Computing with rational numbers, solving ratios and proportions, and solving relevant and authentic problems involving these concepts will be expected. Students will also be expected to recognize potential problems, analyze errors, solve problems proficiently and use complex reasoning. In addition, students will be expected to solve equations and inequalities involving application of volume and surface area formulas for three-dimensional figures, and the application of area and perimeter formulas for two-dimensional figures. Students will be expected to complete an in-depth study of probability and data analysis.

6TH GRADE ELECTIVE COURSES

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

ARTS EDUCATION

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

ARTS EDUCATION WHEEL (S)

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

BAND 6

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

ORCHESTRA 6

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

DANCE 6 (S)

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

CHORUS 6 (S)

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

VISUAL ARTS 6 (S)

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

DRAMA 6 (S)

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

WORLD LANGUAGES

WORLD LANGUAGE 6 EXPLORATORY

This course provides an introduction to world languages such as Arabic, French, German, Latin, or Spanish with an emphasis on basic communication and cultural concepts. Specific language offerings vary at the school's discretion, according to what languages are offered in the school by highly qualified staff. This course may provide an exposure to two languages for nine weeks each, or 18 weeks of a single language.

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

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

CAREER AND TECHNICAL EDUCATION

KEYBOARDING AND BASIC WORD PROCESSING

This course is comprised of a series of instructional modules designed to provide project-based instruction in basic keying skills, computer concepts and software applications. The four modules covered are alpha keys, number/symbol keys, building speed and accuracy and basic business correspondence. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. These activities provide students the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Language arts is reinforced.

EXPLORING PERSONAL CHARACTERISTICS AND CAREERS

This course is comprised of two instructional modules designed to provide project-based instruction in self-awareness, understanding the world of work and the career planning process. The two modules covered explore how career choices are influenced by interests, attitudes, values, personalities, learning styles, and skills. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. These activities provide students the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Language arts is reinforced.

EXPLORING CAREERS AND EMPLOYMENT

This course is comprised of two instructional modules designed to provide project-based instruction in self-awareness, understanding the world of work and the career planning process. The two modules covered explore the world of work, employment success and job search techniques. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. These activities provide students the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Language and mathematics are reinforced.

EXPLORING BUSINESS AND ENTREPRENEURSHIP

This course is comprised of two instructional modules designed to provide project-based instruction to explore the nature of business in an international economy and the concept of entrepreneurship. The two modules covered are principles of business and concepts of entrepreneurship. Emphasis is on using the computer while exploring the nature of business with problem solving and critical thinking skills. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. These activities provide students the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Language arts and mathematics are reinforced.

PROJECT LEAD THE WAY – GATEWAY TO TECHNOLOGY (GTT)

The PLTW Gateway to Technology (GTT) program features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. In this program, middle school students use creative problem solving related to real-world challenges, such as cleaning up oil spills and designing sustainable housing solutions. PLTW is divided into eight independent, nine-week courses. The first two courses are the foundations courses of Design & Modeling and Automation & Robotics. The six specialized courses are Energy & the Environment, Flight & Space, Green Architecture, Medical Detectives, Magic of Electrons, and Science of Technology. Students also participate in Technology Student Association (TSA) competitive events, community service, and leadership activities.

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

AVID AVID 6

AVID is a college preparatory support program for students who have the desire and determination to go to a four-year college. Students in AVID build and refine their academic skills (focusing on Writing, Inquiry, Collaboration, Organization, and Reading—WICOR). Rigorous in-class tutorials assist students in increasing their achievement in academic classes. Motivational activities, guest speakers, and field trips further enhance the course. Please check with your school's guidance department for information about availability and how to enroll.

ENGLISH AS A SECOND LANGUAGE

This elective is available only to Limited English Proficient (LEP) students.

SHELTERED INSTRUCTION LANGUAGE LAB COURSES (SIOP)

Students are grouped by English Language proficiency into Novice, Intermediate, and Advanced Language Lab. These courses are instructed by highly qualified ESL Teachers. Small group instruction follows the North Carolina WIDA Standards Framework to develop academic vocabulary and content literacy in core academic classes such as Math, Social Studies and Science.

EXCEPTIONAL CHILDREN

These electives are available only to exceptional children.

LEARNING LAB 6; LEARNING LAB 6 (S)

This course provides an opportunity for specially designed instruction for the individual needs of students with disabilities. It may or may not include the following: core content assistance, learning strategies, and/or instructional support.

7TH GRADE REQUIRED COURSES

LANGUAGE ARTS

LANGUAGE ARTS 7

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

- Express individual perspectives in response to personal, social, cultural, and historical issues.
- Expand argumentation to include the use of counterclaims.
- Interpret and synthesize information.
- Critically analyze print and non-print texts.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literary and informational texts.

HONORS LANGUAGE ARTS 7

In addition to Language Arts 7, students learn and reinforce advanced analytical and reasoning skills. Students encounter ever-increasing complex texts in order to use problem solving, analysis, and reasoning.

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

ESL LANGUAGE ARTS

Students are grouped by English proficiency into Novice or Intermediate ESL/English Language Arts courses. These courses are instructed by highly qualified teachers with dual certification in ESL and ELA. These courses follow the Essential Standards for English Language Arts and the North Carolina WIDA Standards Framework. Lesson delivery is adapted through the use of visuals, collaborative learning, discussion and modified language to meet the needs of the English language learner.

SOCIAL STUDIES

SOCIAL STUDIES 7

THE GREAT GLOBAL CONVERGENCE (1400-1800) TO THE PRESENT

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. This course will guide students through patterns of change and continuity with a focus on conflict and cooperation, economic development, population shifts, political thought and organization cultural values and beliefs and the impact of environment over time. Through an investigation of the various factors that shaped the development of societies and regions in the modern world and global interactions, students will examine both similarities and differences. The standards are organized around five strands: history, geography and environmental literacy, economics and financial literacy, civics and governance and culture. The course includes two types of essential standards – one that identifies the skills that students should master during the course of the year and another that identify the knowledge and understandings. The skills should be taught within the context of applying knowledge and understandings to a study of the modern world.

SCIENCE

INTEGRATED SCIENCE 7

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

HEALTH AND PHYSICAL EDUCATION

HEALTH/PHYSICAL EDUCATION (S)

The health education and physical education curriculum is combined to meet the NC seventh grade Healthful Living Essential Standards. These courses are taught in alternating nine week sections, one in health education and one in physical education. The Health Education standards include behavior and skill development in five strands, Mental/Emotional Health, Alcohol/Tobacco/Other Drugs, Nutrition/Physical Activity, Interpersonal Communication and Relationships (including RHASE) and Personal/Consumer Health. The Reproductive Health and Safety Education curriculum is part of our local curricula meeting state standards (House Bill 88). The Physical Education standards include skill and acquisition development in four strands, Motor Skills, Movement Concepts, Health Related Fitness and Personal/Social Responsibility.

**Note: Parental permission is required for a student to be exempt from the Reproductive Health and Safety Education (RHASE) unit. The form "Parent/Guardian Request for Student Exemption from Reproductive Health and Safety Education (RHASE) Unit" will be made available prior to instruction*

MATHEMATICS

MATH 7

This course is designed for students who completed Math 6 and for those students who meet the established criteria and requirements. The content in this course follows the Common Core State Standards. In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations of rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with 2- and 3-dimensional shapes to solve problems involving area, surface area, and volume; (4) drawing inference about populations based on samples. Students will be involved in the use of conceptual understanding and procedural fluency using the course material provided.

HONORS MATH 7

This course is designed for students who meet the established criteria and requirements. Students will be involved in solving relevant problems using the "Connected Mathematics Project 2" curriculum that requires inquiry, collaboration and communicating about their learning. Students will also work with a "Foundations of Algebra" text to address soem 8th grade standards. The content of this course will include the study of concepts addressed in Math 7 and extending into Math 8 focusing on formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations. This course will follow the Common Core State Standards. Students will be expected to recognize potential problems, analyze errors, solve problems, proficiently and use complex reasoning. The students enrolled in this course will have the opportunity to complete Math I by the end of 8th grade.

7TH GRADE ELECTIVE COURSES

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

ARTS EDUCATION

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

CHORUS 7 (S), (Y)

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

BAND 7 (Y)

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

ORCHESTRA 7 (Y)

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

DRAMA 7 (S)(Y)

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

DANCE 7 (S)(Y)

This course builds on individual skills with an emphasis on students' personal expression in relationship to the world around them. Students improve their dance technique, use dance to communicate, manipulate the elements of dance, and develop more complex choreographic forms. Students refine their aesthetic awareness of dance and increase their understanding of dance in cultures, in history, and as an art form.

VISUAL ARTS 7 (S) (Y)

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

CAREER AND TECHNICAL EDUCATION

KEYBOARDING AND BASIC WORD PROCESSING

This course is comprised of a series of instructional modules designed to provide project-based instruction in basic keying skills, computer concepts and software applications. The four modules covered are alpha keys, number/symbol keys, building speed and accuracy and basic business correspondences. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts is reinforced.

INTRODUCTION TO OFFICE PRODUCTIVITY

This course is comprised of a series of instructional modules designed to provide project-based instruction in computer concepts and software applications. The four modules covered are advance word processing, spreadsheets - basic and formulas, and presentation basics and techniques. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts and mathematics are reinforced.

OFFICE PRODUCTIVITY APPLICATIONS

This course is comprised of a series of instructional modules designed to provide project-based instruction in computer concepts and software applications. The three modules covered are spreadsheets – charts and advance functions, database basics, and desktop publishing. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts and mathematics are reinforced.

EXPLORING PERSONAL CHARACTERISTICS AND CAREERS

This course is comprised of two instructional modules designed to provide project-based instruction in self-awareness, understanding the world of work and the career planning process. The two modules covered explore how career choices are influenced by interests, attitudes, values, personalities, learning styles, and skills. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts is reinforced.

EXPLORING CAREERS AND EMPLOYMENT

This course is comprised of two instructional modules designed to provide project-based instruction in self-awareness, understanding the world of work and the career planning process. The two modules covered explore the world of work, employment success and job search techniques. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language and mathematics are reinforced.

EXPLORING BUSINESS AND ENTREPRENEURSHIP

This course is comprised of two instructional modules designed to provide project-based instruction to explore the nature of business in an international economy and the concept of entrepreneurship. The two modules covered are principles of business and concepts of entrepreneurship. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts and mathematics are reinforced.

EXPLORING ECONOMIC SYSTEMS

This course is comprised of one instructional module designed to provide project-based instruction to explore the economic systems in an international economy. While exploring this module students will explore the types of economies, supply and demand, stock market, e-commerce, and the Federal Reserve. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts and mathematics are reinforced.

EXPLORING BUSINESS ACTIVITIES

This course is comprised of one instructional module designed to provide project-based instruction to explore career activities in business management. While exploring this module students will cover; accounting, banking, finance, administrative responsibilities, marketing, entrepreneurship, and information technology. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts and mathematics are reinforced.

EXPLORING BUSINESS PROCEDURES AND LEADERSHIP

This course is comprised of a series of instructional modules designed to provide project-based instruction in business procedures, employment and leadership. The three modules covered are appropriate business procedures, requirements for seeking, gaining, and maintaining employment, and leadership skills. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts is reinforced.

PROJECT LEAD THE WAY – GATEWAY TO TECHNOLOGY (GTT)

The PLTW Gateway to Technology (GTT) program features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. In this program, middle school students use creative problem solving related to real-world challenges, such as cleaning

up oil spills and designing sustainable housing solutions. PLTW is divided into eight independent, nine-week courses. The first two courses are the foundations courses of Design & Modeling and Automation & Robotics. The six specialized courses are Energy & the Environment, Flight & Space, Green Architecture, Medical Detectives, Magic of Electrons, and Science of Technology. Students also participate in Technology Student Association (TSA) competitive events, community service, and leadership activities.

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

WORLD LANGUAGES

MIDDLE SCHOOL FRENCH (S), (Y)

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

FRENCH I PART A

French I part A is the first half of a two-year middle school sequence for high school credit. Successful completion of this two year sequence will be reflected as French I credit on the student's high school transcript, and counts towards meeting the UNC system entrance requirements.

MIDDLE SCHOOL SPANISH (S), (Y)

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

SPANISH I PART A

Spanish I part A is the first half of a two-year middle school sequence for high school credit. Successful completion of this two year sequence will be reflected as Spanish I credit on the student's high school transcript, and counts towards meeting the UNC system entrance requirements.

SPANISH FOR NATIVE SPEAKERS I PART A

Spanish for Native Speakers I part A is the first half of a two-year middle school world language sequence for high school credit. It is designed to enhance reading and writing skills of students whose heritage language is Spanish. The course also provides Spanish speakers the opportunity to read and discuss various genres of literary works. In addition, students focus on current events as they affect Spanish-speakers throughout the world. Successful completion of this two-year sequence will be reflected as Spanish for Native Speakers I credit on the student's high school transcript, and counts towards meeting the UNC system entrance requirements. Prerequisite: Heritage or Native Spanish Speaker. Students do not have to be receiving ESL services to be eligible for this course.

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

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

AVID

AVID 7

AVID is a college preparatory support program for students who have the desire and determination to go to a four-year college. Students in AVID build and refine their academic skills (focusing on Writing, Inquiry, Collaboration, Organization, and Reading—WICOR). Rigorous in-class tutorials assist students in increasing their achievement in academic classes. Motivational activities, guest speakers, and field trips further enhance the course. Please check with your school's guidance department for information about availability and how to enroll.

ENGLISH AS A SECOND LANGUAGE

This elective is available only to Limited English Proficient (LEP) students.

SHELTERED INSTRUCTION LANGUAGE LAB COURSES (SIOP)

Students are grouped by English Language proficiency into Novice, Intermediate, and Advanced Language Lab. These courses are instructed by highly qualified ESL Teachers. Small group instruction follows the North Carolina WIDA Standards Framework to develop academic vocabulary and content literacy in core academic classes such as Math, Social Studies and Science.

EXCEPTIONAL CHILDREN

LEARNING LAB 7; LEARNING LAB 7 (S)

This course provides an opportunity for specially designed instruction for the individual needs of students with disabilities. It may or may not include the following: core content assistance, learning strategies, and/or instructional support.

8TH GRADE REQUIRED COURSES**LANGUAGE ARTS****LANGUAGE ARTS 8**

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

- Express individual perspectives through analysis and personal response.
- Expand argumentation to refine the use of counterclaims.
- Critically analyze print and non-print texts.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literary and informational texts..

HONORS LANGUAGE ARTS 8

In addition to Language Arts 8, students learn and reinforce advanced skills in this course. They will be expected to recognize, analyze, and solve problems. The content of this course requires that students be skilled readers and writers, ask penetrating questions, and work independently with challenging materials. Students employ critical, creative, and problem solving skills by using interdisciplinary texts to generate complex products appropriate to their interests and talents. Students who score well above grade level on the 7th grade EOG test tend to do well in this course.

ESL LANGUAGE ARTS

Students are grouped by English proficiency into Novice or Intermediate ESL/English Language Arts courses. These courses are instructed by highly qualified teachers with dual certification in ESL and ELA. These courses follow the Essential Standards for English Language Arts and the North Carolina WIDA Standards Framework. Lesson delivery is adapted through the use of visuals, collaborative learning, discussion and modified language to meet the needs of the English language learner.

SOCIAL STUDIES**SOCIAL STUDIES 8****NORTH CAROLINA AND THE UNITED STATES: CREATION AND DEVELOPMENT OF THE STATE AND NATION**

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. Although the major focus is state and national history, efforts should also be made to include a study of local history. The standards are organized around five strands: history, geography and environmental literacy, economics and financial literacy, civics and governance and culture. The course includes two types of essential standards – one that identifies the skills that students should master during the course of the year and another that identify the knowledge and understandings. The skills should be taught within the context of applying knowledge and understandings of the creation and development of North Carolina and the United States.

SCIENCE**INTEGRATED SCIENCE 8**

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

HEALTH & PHYSICAL EDUCATION**HEALTH/PHYSICAL EDUCATION (S)**

The health education and physical education curriculum is combined to meet the NC eighth grade Healthful Living Essential Standards. These courses are taught in alternating nine week sections, one in health education and one in physical education. The Health Education standards include behavior and skill development in five strands, Mental/Emotional Health, Alcohol/Tobacco/Other Drugs, Nutrition/Physical Activity, Interpersonal Communication and Relationships (including RHASE) and

Personal/Consumer Health. The Reproductive Health and Safety Education curriculum is part of our local curricula meeting state standards (House Bill 88). The Physical Education standards include skill and acquisition development in four strands, Motor Skills, Movement Concepts, Health Related Fitness and Personal/Social Responsibility.

**Note: Parental permission is required for a student to be exempt from the Reproductive Health and Safety Education (RHASE) unit. The form "Parent/Guardian Request for Student Exemption from Reproductive Health and Safety Education (RHASE) Unit" will be made available prior to instruction*

MATHEMATICS**MATH 8**

This course is designed for students who completed Math 7 and for those students who meet the established criteria and requirements. The content in this course follows the Common Core State Standards. In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students will be involved in the use of conceptual understanding and procedural fluency using the course material provided.

MATH I

This course is designed for students who have completed Honors Math 7 and for those students who meet the established criteria and requirements. Math I completes the study of linear functions and relationships. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of linear relations and use a variety of those representations to solve problems. Students will operate with polynomials and matrices and use algebraic representations of geometric relationships to solve problems. Quadratic and exponential functions will be introduced and studied. Students will use a variety of methods to solve problems using a system of linear relations. Data will be investigated using correlation and linear regression. Students will analyze errors, solve problems proficiently, and use complex reasoning throughout the course. High school math credit will be earned upon successful completion of the course. The grade earned will appear on the high school transcript but will not count in the students' high school GPA.

Math II

This course is designed for students who have completed and received credit for Math I. Math II continues the study of geometric concepts moving students quickly from an inductive approach to a deductive method of proof. Two- and three-dimensional reasoning skills will be emphasized and students will broaden their use of the coordinate plane. Trigonometric relationships in the right triangle and unit circle will be explored and applied. Algebraic concepts will be readily applied throughout this course. High school math credit will be earned upon successful completion of the course.

8TH GRADE ELECTIVE COURSES

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

ARTS EDUCATION

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

BAND 8 (Y)

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

ORCHESTRA 8 (Y)

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

CHORUS 8 (S), (Y)

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

DANCE 8 (S), (Y)

This course builds on individual skills with an emphasis on students' personal expression in relation to the world and one's place in it. Students improve their dance technique, use dance to communicate, synthesize the elements of dance, and develop more complex choreographic forms. Students increase their understanding and their aesthetic awareness of dance. Students refine their ability to critically evaluate and analyze dance and begin to explore career possibilities in the world of dance.

VISUAL ART 8 (S), (Y)

Students will refine their ability to communicate visually, manage a wide range of tools and materials, and achieve quality, style, and craftsmanship in drawing, painting, printmaking, contemporary crafts, and 3-D design. Students will have opportunities for evaluating and critiquing their own and other students' art as well as studying artists and analyzing their work.

DRAMA 8 (S), (Y)

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

CAREER AND TECHNICAL EDUCATION**KEYBOARDING AND BASIC WORD PROCESSING**

This course is comprised of a series of instructional modules designed to provide project-based instruction in basic keying skills, computer concepts and software applications. The four modules covered are alpha keys, number/symbol keys, building speed and accuracy and basic business correspondences. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts is reinforced.

INTRODUCTION TO OFFICE PRODUCTIVITY

This course is comprised of a series of instructional modules designed to provide project-based instruction in computer concepts and software applications. The four modules covered are advance word processing, spreadsheets- basic and formulas, and presentation basics and techniques. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts and mathematics are reinforced.

OFFICE PRODUCTIVITY APPLICATIONS

This course is comprised of a series of instructional modules designed to provide project-based instruction in computer concepts and software applications. The three modules covered are spreadsheets – charts and advance functions, database basics, and desktop publishing. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts and mathematics are reinforced.

EXPLORING PERSONAL CHARACTERISTICS AND CAREERS

This course is comprised of two instructional modules designed to provide project-based instruction in self-awareness, understanding the world of work and the career planning process. The two modules covered explore how career choices are influenced by interests, attitudes, values, personalities, learning styles, and skills. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts is reinforced.

EXPLORING CAREERS AND EMPLOYMENT

This course is comprised of two instructional modules designed to provide project-based instruction in self-awareness, understanding the world of work and the career planning process. The two modules covered explore the world of work, employment success and job search techniques. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language and mathematics are reinforced.

EXPLORING BUSINESS AND ENTREPRENEURSHIP

This course is comprised of two instructional modules designed to provide project-based instruction to explore the nature of business in an international economy and the concept of entrepreneurship. The two modules covered are principles of business and concepts of entrepreneurship. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts and mathematics are reinforced.

EXPLORING ECONOMIC SYSTEMS

This course is comprised of one instructional module designed to provide project-based instruction to explore the economic systems in an international economy. While exploring this module students will explore the types of economies, supply and demand, stock market, e-commerce, and the Federal Reserve. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts and mathematics are reinforced.

EXPLORING BUSINESS ACTIVITIES

This course is comprised of one instructional module designed to provide project-based instruction to explore career activities in business management. While exploring this module students will cover; accounting, banking, finance, administrative responsibilities, marketing, entrepreneurship, and information technology. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts and mathematics are reinforced.

EXPLORING BUSINESS PROCEDURES AND LEADERSHIP

This course is comprised of a series of instructional modules designed to provide project-based instruction in business procedures, employment and leadership. The three modules covered are appropriate business procedures, requirements for seeking, gaining, and maintaining employment, and leadership skills. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts is reinforced.

PROJECT LEAD THE WAY – GATEWAY TO TECHNOLOGY (GTT)

The PLTW Gateway to Technology (GTT) program features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. In this program, middle school students use creative problem solving related to real-world challenges, such as cleaning up oil spills and designing sustainable housing solutions. PLTW is divided into eight independent, nine-week courses. The first two course are the foundations courses of Design & Modeling and Automation & Robotics. The six specialized courses are Energy & the Environment, Flight & Space, Green Architecture, Medical Detectives, Magic of Electrons, and Science of Technology. Students also participate in Technology Student Association (TSA) competitive events, community service, and leadership activities.

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

Middle School Sequence into High School	
6th Grade	Exploratory
7th Grade	Level I part A
8th Grade	Level I part B
9th Grade	Level II

WORLD LANGUAGES**MIDDLE SCHOOL FRENCH (S), (Y)**

This introductory course is for students who do not wish to start the high school sequence but would like to begin exploring French in middle school. It is not a prerequisite for any other World Languages course and does not earn high school credit. *This course may be taken only once during middle school.*

FRENCH I PART B

French I part B is the second half of a two-year middle school sequence for high school credit. Successful completion of this two year sequence will be reflected as French I credit on the student's high school transcript, and counts towards meeting the UNC system entrance requirements. *Prerequisite: Successful completion of French I part A.*

MIDDLE SCHOOL SPANISH (S),(Y)

This course is for students who do not wish to start the high school sequence but would like to begin exploring Spanish in middle school. It is not a prerequisite for any other World Languages course and does not earn high school credit. *This course may be taken only once during middle school.*

SPANISH I PART B

Spanish I part B is the second half of a two-year middle school sequence for high school credit. Successful completion of this two year sequence will be reflected as Spanish I credit on the student's high school transcript, and counts towards meeting the UNC system entrance requirements. *Prerequisite: Successful completion of Spanish I part A.*

SPANISH FOR NATIVE SPEAKERS I PART B

Spanish for Native Speakers I part B is the second half of a two-year middle school world language sequence. It is designed to enhance reading and writing skills of students whose primary language is Spanish. This course also provides Spanish speakers the opportunity to read and discuss various genres of literary works. In addition, students focus on current events as they affect Spanish speakers throughout the world. Successful completion of this two-year sequence will be reflected as Spanish for Native Speakers I credit on the student's high school transcript, and counts towards meeting the UNC system entrance requirements. *Prerequisite: Successful completion of Spanish for Native Speakers I part A.*

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

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



AVID

AVID 8

AVID is a college preparatory support program for students who have the desire and determination to go to a four-year college. Students in AVID build and refine their academic skills (focusing on Writing, Inquiry, Collaboration, Organization, and Reading—WICOR). Rigorous in-class tutorials assist students in increasing their achievement in academic classes. Motivational activities, guest speakers, and field trips further enhance the course. Please check with your school's guidance department for information about availability and how to enroll.

EXCEPTIONAL CHILDREN

LEARNING LAB 8; LEARNING LAB 8 (S)

This course provides an opportunity for specially designed instruction for the individual needs of students with disabilities. It may or may not include the following: core content assistance, learning strategies, and/or instructional support.

ENGLISH AS A SECOND LANGUAGE

This elective is available only to Limited English Proficient (LEP) students.

SHELTERED INSTRUCTION LANGUAGE LAB COURSES (SIOP) Students are grouped by English Language proficiency into Novice, Intermediate, and Advanced Language Lab. These courses are instructed by highly qualified ESL Teachers. Small group instruction follows the North Carolina WIDA Standards Framework to develop academic vocabulary and content literacy in core academic classes such as Math, Social Studies and and Science.



Government Center

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Charlotte, NC 28202

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MIDDLE SCHOOL PLANNING GUIDE

Note: We suggest students and parents or guardians keep this handbook throughout the remainder of a student's attendance in Charlotte-Mecklenburg school since the requirement that will have to be met for graduation are listed here.

The information provided is current at the time of printing, but it is recommended that you work closely with your school counselor to be aware of any last-minute changes.

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

Every Child. Every Day. For a Better Tomorrow.