

**20<sup>13</sup>/<sub>14</sub>**



**MIDDLE  
SCHOOL  
PLANNING  
GUIDE**

*Every Child. Every Day. For a Better Tomorrow.*



Dear Middle School Parents and Guardians:

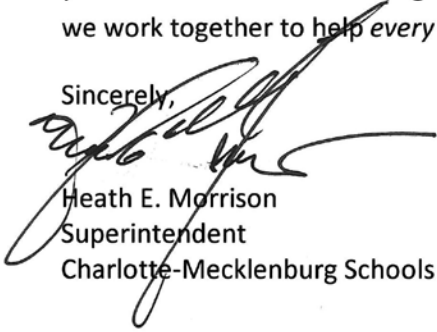
As CMS begins the scheduling process for the 2013-14 school year, we are pleased to provide this planning guide to assist you as you work with your child to plan for his or her future educational needs. Middle school is an important phase in your child's education and potentially impacts the selection of courses in high school.

The hallmarks of high achieving middle schools include challenging curriculum and a stimulating learning environment within a culture of care and safety. Middle school is a time of rapid change and it is critical to your child's success that you remain actively involved in their education. Parents and guardians are the most important people in their child's life.

School counselors will be meeting with students to help them determine the courses that best meet their needs. We ask parents to work closely with schools to keep staff informed of any changes that may occur during the three years of middle school and contact your child's teacher for regular updates on his or her progress. Please note important deadlines that are critical to the scheduling process.

*College and Career Ready* is more than a slogan in CMS and every grade builds upon the next to help your child reach his or her highest potential. Your assistance in the scheduling process is imperative as we work together to help every child, every day, for a better tomorrow.

Sincerely,

  
Heath E. Morrison  
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

|  |                     |
|--|---------------------|
| <b>Albemarle Road</b> . . . . .                                  | <b>980-343-6420</b> |
| 6900 Democracy Drive, Charlotte, NC 28212                        |                     |
| <b>Alexander Graham</b> . . . . .                                | <b>980-343-5810</b> |
| 1800 Runnymede Lane, Charlotte, NC 28211                         |                     |
| <b>J.M. Alexander</b> . . . . .                                  | <b>980-343-3830</b> |
| 12201 Hambright Road, Huntersville, NC 28078                     |                     |
| <b>Bailey</b> . . . . .  | <b>980-343-1068</b> |
| 11900 Bailey Road, Cornelius, NC 28031                           |                     |
| <b>Bradley</b> . . . . .   | <b>980-343-5750</b> |
| 13345 Beatties Ford Road, Huntersville, NC 28078                 |                     |
| <b>Berryhill School</b> . . . . .                                | <b>980-343-6100</b> |
| 10501 Windy Grove Road, Charlotte, NC 28278                      |                     |
| <b>Bruns Academy</b> . . . . .                                   | <b>980-343-5495</b> |
| 501 South Bruns Avenue, Charlotte, NC 28208                      |                     |
| <b>Walter G. Byers School</b> . . . . .                          | <b>980-343-6940</b> |
| 1415 Hamilton Street, Charlotte, NC 28206                        |                     |
| <b>Carmel</b> . . . . .  | <b>980-343-6705</b> |
| 5001 Camilla Drive, Charlotte, NC 28226                          |                     |
| <b>Cochrane Collegiate Academy</b> . . . . .                     | <b>980-343-6460</b> |
| 6200 Starhaven Drive, Charlotte, NC 28215                        |                     |
| <b>Collinswood</b> . . . . .                                     | <b>980-343-5820</b> |
| 4000 Applegate Road, Charlotte, NC 28209                         |                     |
| <b>Community House</b> . . . . .                                 | <b>980-343-0689</b> |
| 9500 Community House Road, Charlotte, NC 28277                   |                     |
| <b>Coulwood</b> . . . . .  | <b>980-343-6090</b> |
| 500 Kentberry Drive, Charlotte, NC 28214                         |                     |
| <b>Crestdale</b> . . . . .                                       | <b>980-343-5755</b> |
| 940 Sam Newell Road, Matthews, NC 28105                          |                     |
| <b>Druid Hills Academy</b> . . . . .                             | <b>980-343-5515</b> |
| 2801 Lucena Avenue, Charlotte, NC 28206                          |                     |
| <b>Eastway</b> . . . . .   | <b>980-343-6410</b> |
| 1501 Norland Road, Charlotte, NC 28205                           |                     |
| <b>Hawthorne</b> . . . . .                                       | <b>980-343-6011</b> |
| 1411 Hawthorne Lane, Charlotte, NC 28205                         |                     |
| <b>Highland Mill Montessori</b> . . . . .                        | <b>980-343-5525</b> |
| 3201 Clemson Avenue, Charlotte, NC 28205                         |                     |
| <b>Kennedy</b> . . . . .   | <b>980-343-5540</b> |
| 4000 Gallant Lane, Charlotte, NC 28273                           |                     |
| <b>Martin Luther King Junior</b> . . . . .                       | <b>980-343-0698</b> |
| 500 Bilmark Avenue, Charlotte, NC 28213                          |                     |
| <b>James Martin</b> . . . . .                                    | <b>980-343-5382</b> |
| 7800 IBM Drive, Charlotte, NC 28262                              |                     |
| <b>McClintock</b> . . . . .                                      | <b>980-343-6425</b> |
| 2101 Rama Road, Charlotte, NC 28212                              |                     |
| <b>Military &amp; Global Leadership Academy</b> . . . . .        | <b>980-343-0006</b> |
| 3343 Griffith Street Charlotte, NC 28203                         |                     |
| <b>Mint Hill</b> . . . . .                                       | <b>980-343-5439</b> |
| 11501 Idlewild Road, Matthews, NC 28262                          |                     |
| <b>Morehead</b> . . . . .  | <b>980-343-5775</b> |
| 7810 Neal Road, Charlotte, NC 28215                              |                     |
| <b>Northeast</b> . . . . .                                       | <b>980-343-6920</b> |
| 5960 Brickstone Drive, Charlotte, NC 28227                       |                     |
| <b>Northridge</b> . . . . .                                      | <b>980-343-5015</b> |
| 7601 The Plaza, Charlotte, NC 28215                              |                     |
| <b>Northwest</b> . . . . .                                       | <b>980-343-5500</b> |
| 1415 Beatties Ford Road, Charlotte, NC 28216                     |                     |
| <b>Oaklawn</b> . . . . .   | <b>980-343-0400</b> |
| 1810 Oaklawn Avenue, Charlotte, NC 28216                         |                     |
| <b>Park Road Montessori</b> . . . . .                            | <b>980-343-5830</b> |
| 3701 Haven Drive, Charlotte, NC 28209                            |                     |
| <b>Piedmont</b> . . . . .  | <b>980-343-5435</b> |
| 1241 E. 10th Street, Charlotte, NC 28204                         |                     |
| <b>Quail Hollow</b> . . . . .                                    | <b>980-343-3620</b> |
| 2901 Smithfield Church Road, Charlotte, NC 28210                 |                     |
| <b>Randolph</b> . . . . .  | <b>980-343-6700</b> |
| 4400 Water Oak Road, Charlotte, NC 28211                         |                     |
| <b>Ranson</b> . . . . .  | <b>980-343-6800</b> |
| 5850 Statesville Road, Charlotte, NC 28269                       |                     |
| <b>Reid Park Academy</b> . . . . .                               | <b>980-343-5035</b> |
| 4108 West Tyvola Road, Charlotte, NC 28208                       |                     |
| <b>Ridge Road</b> . . . . .                                      | <b>980-344-3410</b> |
| 7260 Highland Creek Parkway, Charlotte, NC 28269                 |                     |
| <b>Jay M. Robinson</b> . . . . .                                 | <b>980-343-6944</b> |
| 5925 Ballantyne Commons Parkway, Charlotte, NC 28277             |                     |
| <b>Sedgefield</b> . . . . .                                      | <b>980-343-5840</b> |
| 2700 Dorchester Place, Charlotte, NC 28209                       |                     |
| <b>South Charlotte</b> . . . . .                                 | <b>980-343-3670</b> |
| 8040 Strawberry Lane, Charlotte, NC 28277                        |                     |
| <b>Southwest</b> . . . . .                                       | <b>980-343-5006</b> |
| 13624 Steezele Creek Road, Charlotte, NC 28273                   |                     |
| <b>Thomasboro Academy</b> . . . . .                              | <b>980-343-6000</b> |
| 538 Bradford Drive, Charlotte, NC 28208                          |                     |
| <b>Turning Point</b> . . . . .                                   | <b>980-343-5231</b> |
| 2300 W. Sugar Creek Road, Charlotte, NC 28262                    |                     |
| <b>E.E. Waddell Academy of International Languages</b> . . . . . | <b>980-343-5775</b> |
| 7030 Nations Ford Road, Charlotte, NC 28217                      |                     |
| <b>Westerly Hills Academy</b> . . . . .                          | <b>980-343-6021</b> |
| 4420 Denver Avenue, Charlotte, NC 28208                          |                     |
| <b>Whitewater</b> . . . . .                                      | <b>980-343-3400</b> |
| 1520 Belmeade Drive, Charlotte, NC 28214                         |                     |

# 1

## ADVANCEMENT VIA INDIVIDUAL DETERMINATION

AVID is an in-school academic support program that prepares students for college eligibility and success. This college preparatory program targets students in the academic middle who have the desire to go to college and the willingness to work hard. AVID moves students into more challenging courses and enrolls them in an AVID elective. In this class, students work on organization and developing their Writing, Inquiry, Collaboration, Organization and Reading (WICOR) skills. Rigorous in-class tutorials assist students in increasing their achievement in academic classes.

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

The AVID program is available to students in grades 6 - 12, in many of the 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 regular education Standard Course of Study.

## 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 an 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 where teachers incorporate gifted practices/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. The middle school component is offered at Randolph Middle School and includes a rigorous, humanities-based curriculum and/or cross-grade level placement in advanced math classes. For more information about this unique program and the required application process, contact the Talent Development office at (980) 343-6955.

## E-LEARNING

**With principal permission, middle school students are eligible to take the following courses through NCVPS:**

### Math Courses

Accelerated middle school students are allowed to enroll in high school math courses such as Algebra I, Geometry, and Algebra II. 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, 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 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.

### World Language Courses

Middle School students are allowed to take the first 3 high school levels of a World Language course while in middle school. These courses will count toward the 2 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.

### Science Courses

The Future Ready Core science graduation requirements for high school students are 3 science credits: a Biology course, an Earth/Environmental Science course and a Physical Science course. An accelerated middle school student can take a high school science course, however, the student should take a more advanced course in the same area in high school to meet the graduation requirements. If a middle school student takes a high school science course that has an EOC assessment, 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 score must count at least 25% of the student's final grade. These courses will count toward the 3 science courses required for the NC High School Graduation Requirement. However, the grades will not be calculated into the high school grade point average.

### Additional Courses

Middle students now have the opportunity to enroll in Success 101 as an elective course. Success 101 orients the student to taking a course online while also exploring career options, high school readiness and college preparation.

## 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.

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

### INTERDISCIPLINARY TEAMS

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

### 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.

### 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.

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. 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

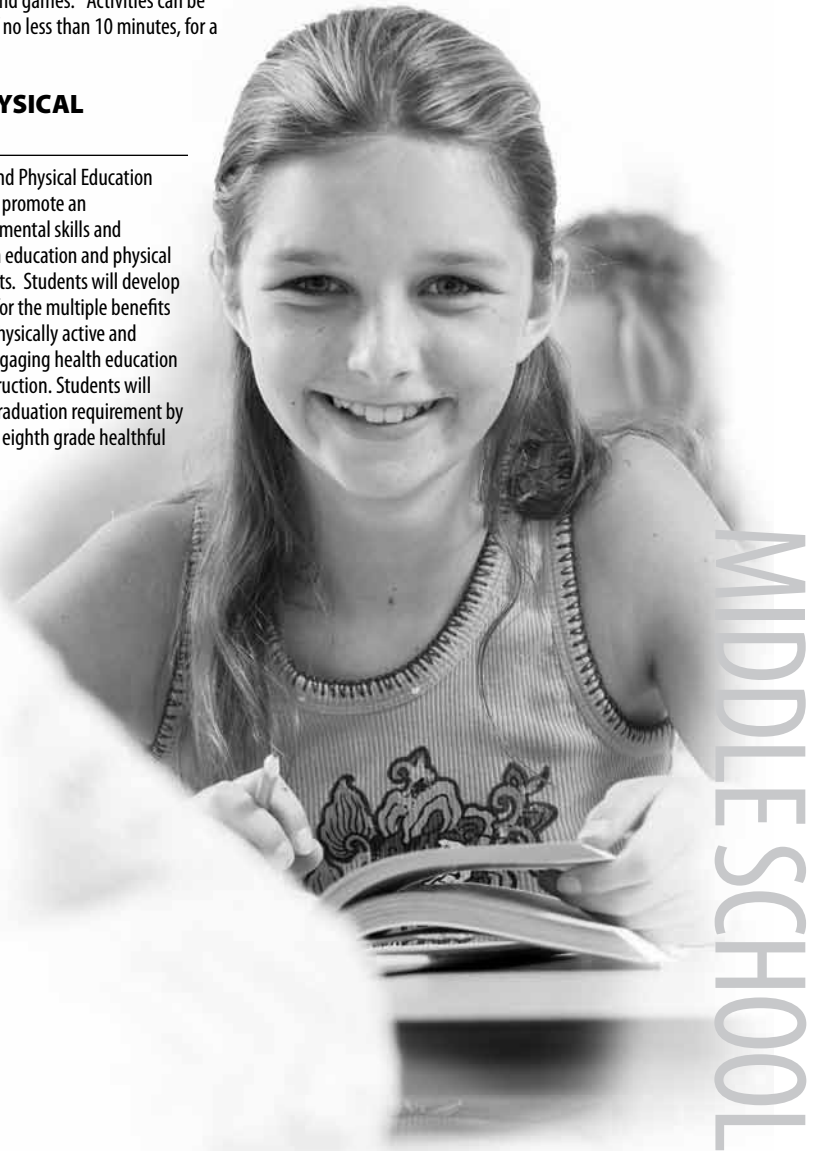
Federal law mandates that a student wellness policy be in place for all schools. The wellness policy included goals for nutrition, physical activity and other activities designed to promote student wellness, assure compliance with federal child nutrition guidelines and establish a plan to measure implementation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

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

In accordance with this plan, each middle school has 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

The mission of the Health and Physical Education Department is to foster and promote an understanding of the fundamental skills and relevant principles of health education and physical education in all CMS students. Students will develop a respect and appreciation for the multiple benefits of lifelong adherence to a physically active and healthy lifestyle through engaging health education and physical education instruction. Students will meet the high school CPR graduation requirement by successfully completing the eighth grade healthful living course.



# 3

**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](http://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:

1. I.E.P. goals are being met
2. Satisfactory progress is being made in mainstreamed classes; and
3. 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. So 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.

# PLAY FAIR

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

1. [playfair@cms.k12.nc.us](mailto:playfair@cms.k12.nc.us)
2. (980) 343-1098

For more information about athletic-eligibility rules and the consequences for violations: [www.cms.k12.nc.us](http://www.cms.k12.nc.us)



## ENTRANCE AND CONTINUATION REQUIREMENTS – 2012-2013

### 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 or they will forfeit their magnet seat and be returned to their home school. Any designated entrance requirement must also be met before the sibling guarantee is applied.

Due to significant changes made to North Carolina's End of Year testing regulations and processes to be implemented for the 2012-2013 school year and a projected delay until October 2013 in obtaining the results of these assessments, CMS will use students' 2011-2012 school year EOG/EOC results as magnet entrance requirements for the 2013-2014 school year for those programs that use such data as entrance criteria. Other assessments from the 2012-2013 school year may also be used, if applicable and as they become available.

### Acknowledgement of Magnet Program Entrance Requirements

- An acknowledgement of magnet program expectations and 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 and entrance and continuation requirements when they submit the online form, or the 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 grade level (level III or IV) proficiency in Reading and Math, based on 2011-12 EOG test results.\*
- Military and Global Leadership Academy at Marie G. Davis (grades 6-8)** – Students entering grades 6-8 must submit a statement of interest and participate in a placement interview prior to the end of the lottery application

period. Late interviews will be conducted after this date on a space-available basis, and these students will become part of the wait pool. Students entering the Academy may not have been previously retained in middle 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).

- Montessori Middle School (grade 7-8)** – 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 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.

### 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 studies 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 PROGRAMS

| Magnet Theme                                     | Middle School  | Magnet Theme-related Course Requirements  |
|--|--|---|
| Academy of International Languages               | Collinswood<br>Oaklawn<br>Waddell                            | World Language (Chinese, French, German, Japanese, or Spanish); Language Arts in target language (Immersion students)   |
| IB Middle Years Program (MYP)                    | Albemarle Rd.<br>Alexander<br>Piedmont<br>Randolph<br>Ranson | Language B (e.g., French, German, or Spanish)<br>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 |
| STEM (Science, Technology, Engineering and Math) | Morehead   | Math and Science courses and STEM enrichment course   |
| Military and Global Leadership                   | Marie G. Davis   | Military and Leadership course; World Language course   |
| Visual and Performing Arts                       | Northwest  | Two (2) cultural arts year-long electives   |



**MINIMUM REQUIRED COURSES OFFERINGS**

| SIXTH GRADE   | SEVENTH GRADE   | EIGHTH GRADE  |
|---|---|---|
| <b>Required Courses:</b><br>Language Arts<br>Mathematics<br>Science<br>Social Studies<br>Physical Education/Health(s)   | <b>Required Courses:</b><br>Language Arts<br>Mathematics<br>Science<br>Social Studies<br>Physical Education/Health(s)   | <b>Required Courses:</b><br>Language Arts<br>Mathematics<br>Science<br>Social Studies<br>Physical Education/Health(s)   |
| <b>MIDDLE SCHOOL ELECTIVE COURSE OFFERINGS (MAY VARY SLIGHTLY BY SCHOOL)</b>  |   |   |
| <b>Electives:</b><br>Arts Education Wheel (S)<br>World Languages Exploratory (S)(Y)<br>Band<br>Orchestra<br>Dance (S)<br>Computer Skills and Applications I (S)<br>Computer Skills and Applications II (S)<br>Exploring Careers: STEM (S)<br>REACH (Y)<br>Visual Arts (S) | <b>Electives:</b><br>Band<br>Orchestra<br>Visual Arts (S)(Y)<br>Chorus (S)(Y)<br>World Languages<br>Drama (S)(Y)<br>Dance (S)(Y)<br>Computer Skills and Applications I (S)<br>Computer Skills and Applications II (S)<br>Exploring Entrepreneurship (S)<br>Exploring Careers: STEM (S)<br>REACH (Y) | <b>Electives:</b><br>Band<br>Orchestra<br>Visual Arts (S)(Y)<br>Chorus (S)(Y)<br>World Languages<br>Drama (S)(Y)<br>Dance (S)(Y)<br>Computer Skills and Applications I (S)<br>Computer Skills and Applications II (S)<br>Exploring Entrepreneurship (S)<br>Exploring Careers: STEM (S)<br>REACH (Y) |

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

\*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 be: also interpret and synthesize information.

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

**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 (EOG Achievement Level IV) tend to do well in this course.

**ESL LANGUAGE ARTS**

Students are grouped by English proficiency into Novice, Intermediate, or 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.

**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 patterns and cycles that occur in natural and technological systems. Specifically, topics will include the lithosphere, cycling of matter in an ecosystem, solar system, energy transfer, and population dynamics.

**Health and Physical Education**

**HEALTH/PHYSICAL EDUCATION (S)**

The health education and physical education curriculum combines to meet the new 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 Relationships/Communication (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 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 exempted 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” is available on the CMS web site [www.cms.k12.nc.us](http://www.cms.k12.nc.us) on the Health and PE page under ‘documents.’*

**Mathematics**

**MATH 6**

This course is designed for students who scored a level 1, 2 or 3 on the 5th grade End of Grade math test and met other diagnostic 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. Students will be involved in solving relevant problems using the “Connected Mathematics Project 2” curriculum that requires inquiry, collaboration and communicating about their learning. 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.

**HONORS MATH 6**

This course is designed for students who scored a Level 4 on the 5th grade End of Grade Test in Mathematics and met additional academic requirements. The students enrolled in this course will be expected to complete Algebra 1 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 solving relevant problems using the "Connected Mathematics Project 2" curriculum that requires inquiry, collaboration and communicating about their learning. 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 the sixth grade, students have the opportunity to explore a variety of elective courses. Elective courses give students a chance to experience a subject area in order to make decisions for future elective selections at later grade levels. These electives are available to 6th grade students.

**Arts Education**

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

**ARTS EDUCATION WHEEL (S)**

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

**BAND 6**

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

**ORCHESTRA 6**

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

**DANCE 6 (S)**

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

**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, 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. 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 begins with level I part 1 in the 7th grade and is completed with level I part 2 in the 8th grade. Students who intend to participate in the IB program in high school should begin their world language studies in the 7th grade.

**Career and Technical Education****\*COMPUTER SKILLS AND APPLICATIONS I (S)**

This course is comprised of a series of instructional modules designed to explore digital literacy and to provide hands-on instruction in basic keying skills. The course is divided into the following modules: Digital Literacy, Keyboarding: Alpha, Number/Symbol Keys & Numeric Keypad, Spreadsheet Basics & Formulas, Word Processing-Literacy Project, and Desktop Publishing.

**\*COMPUTER SKILLS AND APPLICATIONS II (S)**

This course is comprised of a series of instructional modules designed to provide hands-on instruction in basic computer and software applications. The course is divided into the following modules: Keyboarding Review, Desktop Publishing, Presentation Basics and Techniques, Spreadsheet Charts & Advanced Features, Database Basics, and Digital Literacy/Lifestyles. Students should take Computer Skills and Applications I before taking this course.

**\*EXPLORING CAREERS: STEM (S)**

This course is designed to integrate technology, inquiry and project-based learning with career exploration. Students are presented with challenging hands-on projects about real-world problems to promote teamwork, critical thinking, and problem-solving, documentation, and presentation skills. Students explore the career planning process and skills needed for post-secondary education or careers related to three key areas: Economics & Entrepreneurship, Health & Biomedical Sciences, and Technology, Engineering and Design.

\*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**

These electives are available only to Limited English Proficient (LEP) students.

**ENGLISH LANGUAGE DEVELOPMENT (ELD)**

Students are grouped by English proficiency into Novice, Intermediate, or Advanced English Language Development. 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 English.

**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.

**Library Information & Technology**

Students learn and use information and technology skills to actively contribute to the library's operation by providing services to library users, including circulation, readers' advisory, technology guidance and troubleshooting, and assisting with access and use of appropriate print and electronic resources.

## 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.
- Interpret and synthesize information.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

## HONORS LANGUAGE ARTS 7

In addition to Language Arts 7, students learn and reinforce advanced skills. Through stimulating literature and curriculum models, students experience complex problem solving, analysis, and the use of reasoning.

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

## ESL LANGUAGE ARTS

Students are grouped by English proficiency into Novice, Intermediate, or 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.

## 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, and the interactions with our health.

## Health and Physical Education

## HEALTH/PHYSICAL EDUCATION (S)

The health education and physical education curriculum combines to meet the new 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 Relationships/Communication (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 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 exempted 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" is available on the CMS web site [www.cms.k12.nc.us](http://www.cms.k12.nc.us) on the Health and PE page under 'documents.'*

## Mathematics

## MATH 7

This course is designed for students who completed Math 6 and students entering the mathematics program with a score of level 1, 2, or 3 on the 6th grade math End-of-Grade test. 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 solving relevant problems using the "Connected Mathematics Project 2" curriculum that requires inquiry, collaboration and communicating about their learning.

## PRE-ALGEBRA (HONORS MATH 7)

This course is designed for students who have scored a Level III or IV on the End of Grade Test in Mathematics and met other diagnostic 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. The content of this course will include the study of concepts addressed in Math 7 and extending in to 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 Algebra 1 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

### \*COMPUTER SKILLS AND APPLICATIONS I (S)

This course is comprised of a series of instructional modules designed to explore digital literacy and to provide hands-on instruction in basic keying skills. The course is divided into the following modules: Digital Literacy, Keyboarding: Alpha, Number/Symbol Keys & Numeric Keypad, Spreadsheet Basics & Formulas, Word Processing-Literacy Project, and Desktop Publishing.

### \*COMPUTER SKILLS AND APPLICATIONS II (S)

This course is comprised of a series of instructional modules designed to provide hands-on instruction in basic computer and software applications. The course is divided into the following modules: Keyboarding Review, Desktop Publishing, Presentation Basics and Techniques, Spreadsheet Charts & Advanced Features, Database Basics, and Digital Literacy/Lifestyles. Students should take Computer Skills and Applications I before taking this course.

### \*EXPLORING ENTREPRENEURSHIP (S)

This course is designed to explore entrepreneurship, marketing, public relations and promotion, and the development of business in the STEM industry. Emphasis is on entrepreneurship and STEM careers along with problem solving and thinking skills. This course contributes to the development of a career development plan. English language arts and mathematics are reinforced.

### \*EXPLORING CAREERS: STEM (S)

This course is designed to integrate technology, inquiry and project-based learning with career exploration. Students are presented with challenging hands-on projects about real-world problems to promote teamwork, critical thinking, and problem-solving, documentation, and presentation skills. Students explore the career planning process and skills needed for post-secondary education or careers related to three key areas: Economics & Entrepreneurship, Health & Biomedical Sciences, and Technology, Engineering and Design.

\*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 1

French I part 1 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 should be taken only once during middle school.

### SPANISH I PART 1

Spanish I part 1 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 1

Spanish for Native Speakers I part 1 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 1 in the 7th grade and is completed with level I part 2 in the 8th grade. Students who intend to participate in the IB program in high school should begin their world language studies in the 7th grade.*

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

## AVID

### AVID 7

AVID is a 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

These electives are available only to Limited English Proficient (LEP) students.

### ENGLISH LANGUAGE DEVELOPMENT (ELD)

Students are grouped by English proficiency into Novice, Intermediate, or Advanced English Language Development. 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 English.

### 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.

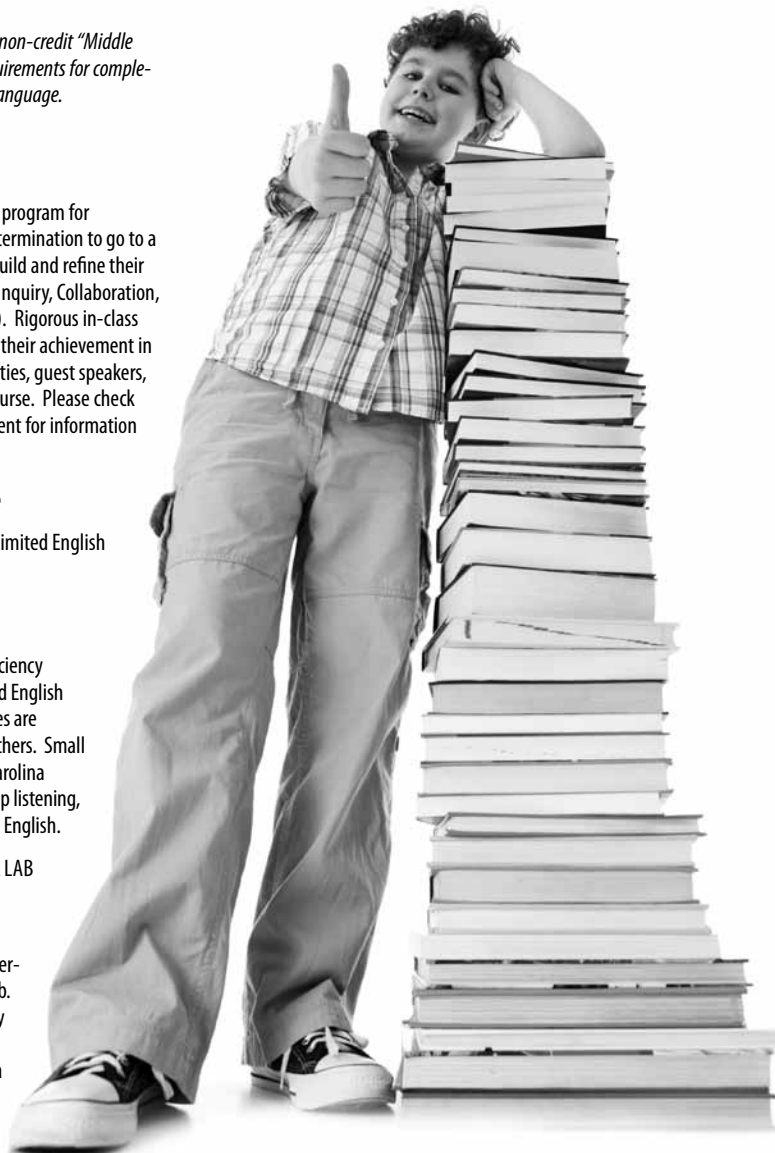
## Exceptional Children

### LEARNING LAB 7 (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.

## Library Information & Technology

Students learn and use information and technology skills to actively contribute to the library's operation by providing services to library users, including circulation, readers' advisory, technology guidance and troubleshooting, and assisting with access and use of appropriate print and electronic resources.



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

## 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 literacy selections to generate complex products appropriate to their interests and talents. Students who score well above grade level (EOG Achievement Level IV) on the 7th grade EOG test tend to do well in this course.

## ESL LANGUAGE ARTS

Students are grouped by English proficiency into Novice, Intermediate, or 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.

**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 and microbiology. These students will take a North Carolina EOG test

**Health & Physical Education**

## HEALTH/PHYSICAL EDUCATION (S)

The health education and physical education curriculum combines to meet the new 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 Relationships/Communication (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 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 exempted 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" is available on the CMS web site [www.cms.k12.nc.us](http://www.cms.k12.nc.us) on the Health and PE page under 'documents.'*

**Mathematics**

## MATH 8

This course is designed for students who scored a level 1, 2 or 3 on the 7th grade End of Grade math test and met other diagnostic 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 solving relevant problems using the "Connected Mathematics Project 2" curriculum that requires inquiry, collaboration and communicating about their learning.

**ALGEBRA I**

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

**GEOMETRY**

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

**8TH GRADE ELECTIVE COURSES**

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

**Arts Education**

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

**BAND 8 (Y)**

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

**ORCHESTRA 8 (Y)**

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

**CHORUS 8 (S), (Y)**

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

**DANCE 8 (S), (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 (S), (Y)**

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

**DRAMA 8 (S), (Y)**

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

**Career and Technical Education**

**\*COMPUTER SKILLS AND APPLICATIONS I (S)**

This course is comprised of a series of instructional modules designed to explore digital literacy and to provide hands-on instruction in basic keying skills. The course is divided into the following modules: Digital Literacy, Keyboarding: Alpha, Number/Symbol Keys & Numeric Keypad, Spreadsheet Basics & Formulas, Word Processing-Literacy Project, and Desktop Publishing.

**\*COMPUTER SKILLS AND APPLICATIONS II (S)**

This course is comprised of a series of instructional modules designed to provide hands-on instruction in basic computer and software applications. The course is divided into the following modules: Keyboarding Review, Desktop Publishing, Presentation Basics and Techniques, Spreadsheet Charts & Advanced Features, Database Basics, and Digital Literacy/Lifestyles. Students should take Computer Skills and Applications I before taking this course.

**\*EXPLORING ENTREPRENEURSHIP (S)**

This course is designed to explore entrepreneurship, marketing, public relations and promotion, and the development of business in the STEM industry. Emphasis is on entrepreneurship and STEM careers along with problem

solving and thinking skills. This course contributes to the development of a career development plan. English language arts and mathematics are reinforced.

**\*EXPLORING CAREERS: STEM (S)**

This course is designed to integrate technology, inquiry and project-based learning with career exploration. Students are presented with challenging hands-on projects about real-world problems to promote teamwork, critical thinking, and problem-solving, documentation, and presentation skills. Students explore the career planning process and skills needed for post-secondary education or careers related to three key areas: Economics & Entrepreneurship, Health & Biomedical Sciences, and Technology, Engineering and Design.

\*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 2**

French I part 2 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 1.

**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 2**

Spanish I part 2 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 1.

**Spanish for Native Speakers I part 2**

Spanish for Native Speakers I part 2 is the second half of a two-year middle school world language sequence. It is designed to enhance reading and writing skills of students whose primary language is Spanish. This course also provides Spanish speakers the opportunity to read and discuss various genres of literary works. In addition,

students focus on current events as they affect Spanish speakers throughout the world. Successful completion of this two-year sequence 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 1.

Students will be awarded graduation credit for high school courses in world language taken in grades 6-8 if the following requirements are satisfied:

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

**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**

These electives are available only to Limited English Proficient (LEP) students.

**ENGLISH LANGUAGE DEVELOPMENT (ELD)**

Students are grouped by English proficiency into Novice, Intermediate, or Advanced English Language Development. 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 English.

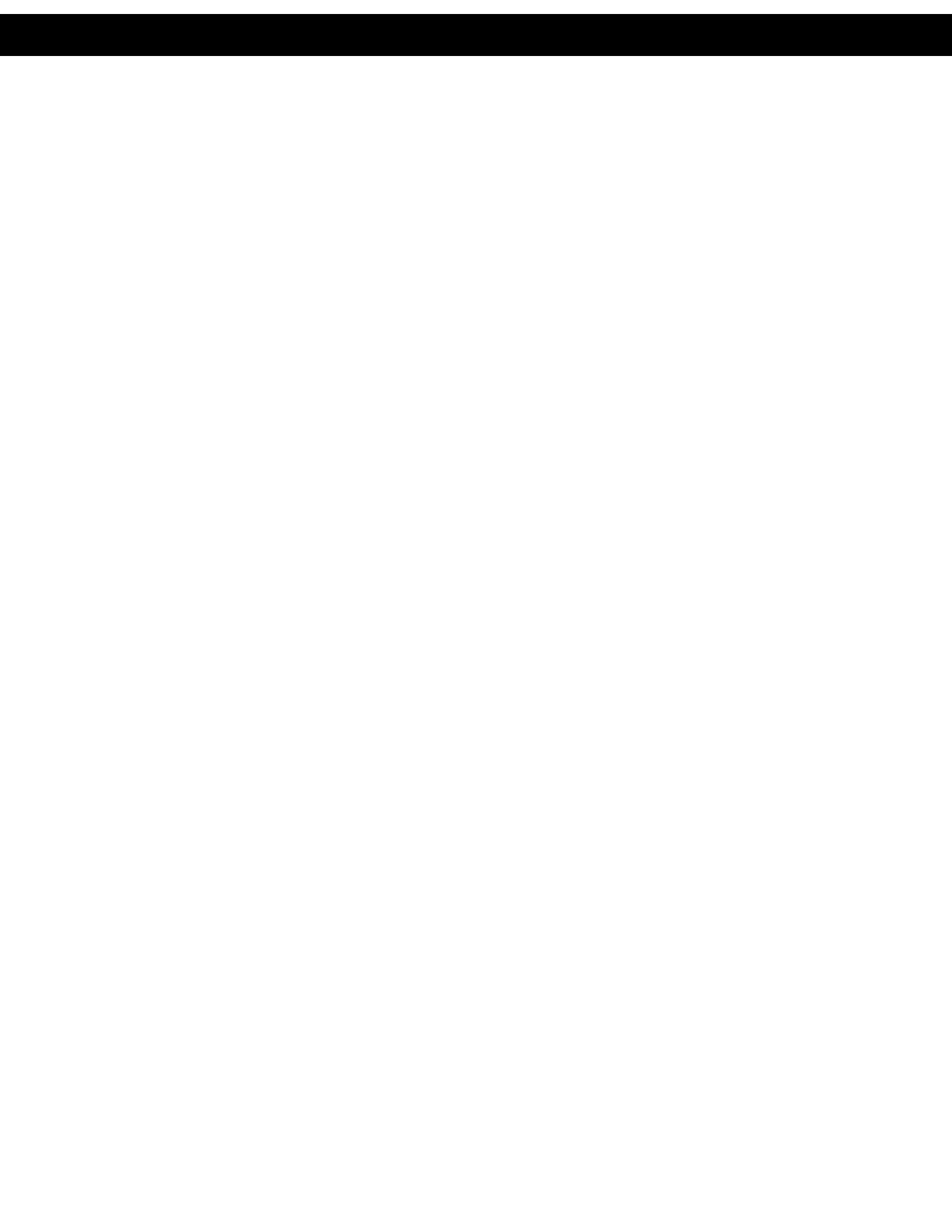
**SHELTERED INSTRUCTION LANGUAGE LAB COURSES (SIOP)**

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.

**Library Information & Technology**

Students learn and use information and technology skills to actively contribute to the library's operation by providing services to library users, including circulation, readers' advisory, technology guidance and troubleshooting, and assisting with access and use of appropriate print and electronic resources.

| Middle School Sequence into High School |                |
|---|----------------|
| 6th Grade                               | Exploratory    |
| 7th Grade                               | Level I part 1 |
| 8th Grade                               | Level I part 2 |
| 9th Grade                               | Level II       |



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**NOTE:** We suggest students and parents or guardians keep this handbook throughout the remainder of a student's attendance in a Charlotte-Mecklenburg school since the requirements 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.*