

# Nash-Rocky Mount Public Schools

## Middle School Course Selection Guide



Grades 6-8  
2019-2020

The Nash-Rocky Mount Public School system does not discriminate against any person on the basis of race, sex, color, religion, national origin, citizenship status, age, or handicap in any of its educational or employment programs or activities.

# NASH-ROCKY MOUNT PUBLIC SCHOOLS

## VISION

Preparing all students for bright and prosperous futures by deliberately and intentionally providing rigorous and relevant instruction in every classroom, everyday

## MISSION

The Nash-Rocky Mount Public School System, working in partnership with our families and our communities, will:

Nurture and educate every child, Respect and value diversity, Maximize learning potential, Produce globally competitive students in a Safe and orderly environment

## CORE BELIEFS

Students come first.

Education is hope, providing choices and expanding horizons.  
Education is a shared responsibility among schools, families, and communities.

Students need high expectations for success.

Students learn best in a safe, nurturing environment.

Diversity is valued when all people are treated with dignity.

Learning is a life-long journey for all.

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## Middle School Organizational Structure

Middle Schools are organized in interdisciplinary teacher teams of 2 to 5 teachers. This organization offers advantages for students, teachers, and parents. For example, while the population of a middle school may be between 200 and 1000 students, a student will be on a team that consists of 50 to 100 students. The teachers on the team are able to get to know their students and are able to personalize instruction to meet their needs. All core subjects (English Language Arts, Math, Science, and Social Studies) are taught by the team of teachers.

Core classes are between 60 and 90 minutes long. Students have 2 electives each semester. Elective classes are between 40 and 45 minutes long.

## English Language Arts Course Offerings

### **ELA Grade 6 (1056AY0MS)**

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

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

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

### **Extended English Language Arts Grade 6**

This course is designed to meet the needs of students, who need differentiated educational services beyond those provided in the other language arts/reading classes. The needs of each student are met through an individualized education plan. The academic areas of reading, spelling, grammar, writing, speaking, listening, vocabulary building, reading comprehension skills, and literature appreciation are taught.

### **ELA Grade 7 (1057AY0MS)**

Following the North Carolina State Standards for English Language Arts, seventh graders develop skills in reading, writing, speaking and listening, and language through

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

Students learn about the writing-reading connection by drawing upon and writing about evidence from literary and informational texts. Writing skills, such as the ability to plan, revise, edit, and publish, develop as students practice skills of specific writing types such as arguments, informative/explanatory texts, and narratives.

Guided by rubrics, students write for a variety of purposes and audiences, and each student's writing and product samples are compiled in a portfolio. Seventh graders also conduct short research projects drawing on and citing several sources appropriately. They hone skills of flexible communication and collaboration as they learn to work together, express and listen carefully to ideas, integrate information and use media and visual displays to help communicate ideas. Students learn language conventions and vocabulary to help them understand and analyze words and phrases, relationships among words, and nuances that affect the text they read, write, and hear. Students are encouraged to engage in daily independent reading to practice their skills and pursue their interests.

### **Extended English Language Arts Grade 7**

This course is designed to meet the needs of students, who need differentiated educational services beyond those provided in the other language arts/reading classes. The needs of each student are met through an individualized education plan. The academic areas of reading, spelling, grammar, writing, speaking, listening, vocabulary building, reading comprehension skills, and literature appreciation are taught. Other subject matter areas are taught when necessary.

### **ELA Grade 8 (1058AY0MS)**

Following the North Carolina State Standards for English Language Arts, eighth graders develop skills in reading, writing, speaking and listening, and language through experience with print and digital resources. Students read a wide range of text, varying in levels of sophistication and purpose. Through print and non-print text, they further

develop comprehension strategies, vocabulary, as well as high order thinking skills. They read a balance of short and long fiction, drama, and poetry with a focus on comparing how two or more literary elements create effects such as suspense or humor. Eighth graders approach informational text such as articles, arguments, and essays with the intent to cite textual evidence, analyze points of view and presentation, and evaluate accuracy and relevance of details. Experience with a variety of text types and text complexity helps students develop a knowledge-base essential for recognizing and understanding allusions.

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

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

### **Extended English Language Arts Grade 8**

This course is designed to meet the needs of students, who need differentiated educational services beyond those provided in the other language arts/reading classes. The needs of each student are met through an individualized education plan. The academic areas of reading, spelling, grammar, writing, speaking, listening, vocabulary building, reading comprehension skills, and literature appreciation are taught. Other subject matter areas are taught when necessary.

## Mathematics Course Offerings

### **Math Grade 6 (20062Y0MS)**

The foci of Math 6 are outlined below by domain.

- *Ratios and Proportional Relationships*: Understand ratio concepts and use ratio reasoning to solve problems.
- *The Number System*: Apply and extend previous understandings of multiplication and division to divide fractions by fractions; multiply and divide multi-digit numbers and find common factors and multiples; apply and extend previous understandings of numbers to the system of rational numbers.
- *Expressions and Equations*: Apply and extend previous understandings of arithmetic to algebraic expressions; reason about and solve one-variable equations and inequalities; represent and analyze quantitative relationships between dependent and independent variables.
- *Geometry*: Solve real-world and mathematical problems involving area, surface area, and volume.
- *Statistics and Probability*: Develop understanding of statistical variability; summarize and describe distributions.

### **Math Compacted Grade 6 (20092Y0MS)**

Math 6 Compacted Curricula is a compacted course comprised of a portion of standards from Math 6 and a portion of standards from Math 7. Students that take this course will be on track to take Common Core Math I as an 8th grade student. The foci of the course are outlined below by domain.

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

### **Extended Math Grade 6**

This course is designed to meet the needs of students, who need differentiated educational services beyond those provided in the other math classes. The needs of each student are met through an individualized education plan. Some of the academic areas taught are:

- *Ratios and Proportional Relationships*: Understand ratio concepts
- *The Number System*: Extend previous understandings fractions, multiply with numbers 0-10
- *Expressions and Equations*: Apply and extend previous understandings of arithmetic to algebraic expressions
- *Geometry*: Solve real-world and mathematical problems area and perimeter
- *Statistics and Probability*: Develop understanding of statistical variability

### **Math Grade 7 (20072Y0MS)**

The foci of Math 7 are outlined below by domain.

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

### **Math Compacted Grade 7 (20122Y0MS)**

Math 7 Compacted Curricula is a compacted course comprised of a portion of standards from Math 7 and a portion of standards from Math 8. Students that take this course will be on track to take Common Core Math I as an 8th grade student. The foci of the course are outlined below by domain.

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

- *Expressions and Equations:* Use properties of operations to generate equivalent expressions; solve real-life and mathematical problems using numerical and algebraic expressions and equations; work with radicals and integer exponents; understand the connections between proportional relationships, lines, and linear equations; analyze and solve linear equations.
- *Geometry:* Draw, construct and describe geometrical figures and describe the relationships between them; solve real-life and mathematical problems involving angle measure, area, surface area, and volume; understand congruence and similarity using physical models, transparencies, or geometry software; solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- *Statistics and Probability:* Use random sampling to draw inferences about a population; draw informal comparative inferences about two populations; investigate chance processes and develop, use, and evaluate probability models.

### **Extended Math Grade 7**

This course is designed to meet the needs of students, who need differentiated educational services beyond those provided in the other math classes. The needs of each student are met through an individualized education plan. Some of the academic areas taught are:

- *Ratios and Proportional Relationships:* Understand ratio concepts and use ratio reasoning to solve problems.
- *The Number System:* Apply and extend previous understandings of operations with fractions and whole numbers.
- *Expressions and Equations:* Use properties of operations to generate equivalent expressions.
- *Geometry:* Solve real-life and mathematical problems involving area.
- *Statistics and Probability:* Use random sampling to draw inferences about a population

### **Math Grade 8 (20082Y0MS)**

The foci of Math 8 are outlined below by domain:

- *The Number System:* Know that there are numbers that are not rational, and approximate them by rational numbers.
- *Expressions and Equations:* Work with radicals and integer exponents; understand the connections between proportional relationships, lines, and linear equations; analyze and solve linear equations and pairs of simultaneous linear equations.

- *Geometry*: Understand congruence and similarity using physical models, transparencies, or geometry software; understand and apply the Pythagorean Theorem; solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- *Statistics and Probability*: Investigate patterns of association in bivariate data.
- *Functions*: Define, evaluate, and compare functions; use functions to model relationships between quantities.

### **NC Math I (21092Y0MS) for High School Credit**

Integrated Math I course offered in middle school is a compacted course comprised of a portion of the Math 8 standards and all of the Integrated Math I standards. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable.

The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Common Core Math I. The final exam is the North Carolina End-of-Course Test based on the Math I Standards. Students who take this course will take both the 8th grade End of Grade Test in Math and the NC EOC Course for North Carolina Integrated Math I.

\* North Carolina's Future Ready Core requires four mathematics courses to be taken for high school graduation.

High School Mathematics courses taken and successfully completed in Middle School will count as credit toward high school graduation. However, the grade will not contribute to the student's GPA.

### **Extended Math Grade 8**

This course is designed to meet the needs of students, who need differentiated educational services beyond those provided in the other math classes. The needs of each student are met through an individualized education plan. Some of the academic areas taught are:

- *The Number System*: Know that there are numbers that are not rational, and approximate them by rational numbers.
- *Expressions and Equations*: Understand the connections between proportional relationships, lines, and linear equations; analyze and solve linear equations and pairs of simultaneous linear equations.
- *Geometry*: Understand congruence using physical models, solve real-world and mathematical problems involving volume of right rectangular prisms.
- *Statistics and Probability*: Investigate patterns of association in bivariate data.

## Science Course Offerings

### **Science Grade 6 (3006AY0MS)**

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

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

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

### **Extended Science Grade 6**

This course is designed to meet the needs of students, who need differentiated educational services beyond those provided in the other Science classes. The needs of each student are met through an individualized education plan.

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

- Compare structures of the Earth's surface.

- Understand the major parts of a plant, including seed, root, stem, leaf and flower and their function.
- Understand the role of producers and consumers in an ecosystem.
- Identify properties of waves
- Compare the structures and properties of matter before and after they undergo a change

### **Science Grade 7 (3007AY0MS)**

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

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

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

### **Extended Science Grade 7**

This course is designed to meet the needs of students, who need differentiated educational services beyond those provided in the other Science classes. The needs of each student are met through an individualized education plan. Students are taught about patterns and cycles by exploring the lithosphere, characteristics of matter and energy flow through the ecosystem, understanding the Solar System and energy transfer.

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

- Understand the water cycle
- Describe characteristics of living organisms that enable them to survive
- Understand balanced and unbalanced forces
- Identify the atom as the smallest unit of matter
- Understand the role of decomposers and the ecosystems

### **Science Grade 8 (3008AY0MS)**

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

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

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

### **Extended Science Grade 8**

This course is designed to meet the needs of students, who need differentiated educational services beyond those provided in the other Science classes. The needs of each student are met through an individualized education plan. Students are taught about patterns and cycles by exploring the lithosphere, characteristics of matter and energy flow through the ecosystem, understanding the Solar System and energy transfer.

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

- Understand the hydrosphere
- Understand that germs can cause diseases
- Explain the interdependence of living organisms in the environment
- Understand the interactions of matter and energy and the changes that occur
- Understand that energy has the ability to cause motion or create change matter areas are taught when necessary.

## Social Studies Course Offerings

### **Social Studies Grade 6 (4006AY0MS)**

Students in sixth grade will continue to expand the knowledge, skills, and understandings acquired in the fourth and fifth grade studies of North Carolina and the United States by connecting those studies to their first formal look at a study of the world. Sixth graders will focus heavily on the discipline of geography by using the themes of location, place, movement, human-environment interaction, and region to understand the emergence, expansion, and decline of civilizations and societies from the beginning of human existence to the Age of Exploration. Students will take a systematic look at the history and culture of various world regions including the development of economic, political and social systems through the lens of change and continuity. As students examine the various factors that shaped the development of civilizations, societies, and regions in the ancient world, they will examine both similarities and differences among these areas. A conscious effort will be made to integrate various civilizations, societies, and regions from every continent (Africa, Asia, Europe and the Americas). During this study, students will learn to recognize and interpret the “lessons of history;” those transferable understandings that are supported throughout time by recurring themes and issues.

### **Social Studies Compacted Grade 6**

Curricula is a compacted course comprised of a portion of standards from Social Studies Grade 6 and a portion of standards from Social Studies Grade 7. Students that take this course will be on track to take World History as an 8th grade student. Sixth grade standards will focus heavily on the discipline of geography by using the themes of location, place, movement, human-environment interaction, and region to understand the emergence, expansion, and decline of civilizations and societies from the beginning of human existence to the Age of Exploration. Students will take a systematic look at the history and culture of various world regions including the development of economic, political and social systems through the lens of change and continuity 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. As students examine the various factors that shaped the development of civilizations, societies, and regions in the ancient world, they will examine both similarities and differences among these areas.

This course will study the world from the Age of Exploration to contemporary times in order to understand the implications of increased global interactions. Through an investigation of the various factors that shaped the development of societies and regions in the modern world and global interactions, students will examine both similarities and differences. A conscious effort will be made to integrate various civilizations, societies, and regions from every continent (Africa, Asia, Europe and the Americas). During this study, students will learn to recognize and interpret the “lessons of history,” those transferable understandings that are supported throughout time by recurring themes and issues.

### **Extended Social Studies Grade 6**

This course is designed to meet the needs of students, who need differentiated educational services beyond those provided in the other Social Studies 6 classes. The needs of each student are met through an individualized education plan. The focus for sixth grade is on the continued development of knowledge and skills acquired. Students will take a look at how geographic factors influence tools and resources, the use of maps, the impact of available resources on individuals and the community for meeting needs and wants, as well as factors that influence change in rights and responsibilities.

### **Social Studies Grade 7 (4007AY0MS)**

Students in seventh grade will continue to expand upon the knowledge, skills and understanding acquired in the sixth grade examination of early civilizations. Seventh graders study the world from the Age of Exploration to contemporary times in order to understand the implications of increased global interactions. The focus will remain on the discipline of geography by using the themes of location, place, movement, human-environmental interaction and region to understand modern societies and regions. This course will guide students through patterns of change and continuity with a focus on conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs and the impact of environment over time. Through an investigation of the various factors that shaped the development of societies and regions in the modern world and global interactions, students will examine both similarities and differences. A conscious effort will be made to include an integrated study of various societies and regions from every continent (Africa, Asia, Europe, the Americans and Australia).

### **World History (43032Y0MS) for High School Credit (Grade 7)**

The World History Course will address six (6) periods in the study of World History, with a key focus of study from the mid-15th century to the present. The desired outcome of this course is that students develop relevant enduring understandings of current world

issues and relate them to their historical, political, economic, geographical and cultural contexts. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations of the past and societies around the world. Students taking this course will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc. World History provides the foundation that enable students to acquire knowledge which will be used in the study of Civics and Economics and American History. The NC Essential Standards apply.

This course fulfills the North Carolina high school graduation requirement for World History. The final exam is the North Carolina Final Exam based on the World History Essential Standards.

North Carolina's Future Ready Core requires four social studies courses to be taken for high school graduation. High School courses taken and successfully completed in Middle School will count as credit toward high school graduation. However, the grade will not contribute to the student's GPA.

### **Extended Social Studies Grade 7**

This course is designed to meet the needs of students, who need differentiated educational services beyond those provided in the other Social Studies 7 classes. The needs of each student are met through an individualized education plan. The focus for sixth grade is on the continued development of knowledge and skills acquired in the sixth grade studies of North Carolina and the United States. The primary discipline is geography, especially cultural geography. Students practice skills in selecting from among a variety of media as they learn about these societies. They use maps and other geographic materials in their studies.

### **Social Studies Grade 8 (4008AY0MS)**

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

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

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

### **Extended Social Studies Grade 8**

This course is designed to meet the needs of students, who need differentiated educational services beyond those provided in the other Social Studies 8 classes. The needs of each student are met through an individualized education plan. The focus for seventh grade is on the continued development of knowledge and skills acquired in the sixth grade studies of North Carolina and the United States. The primary discipline is geography, especially cultural geography. Students practice skills in selecting from among a variety of media as they learn about these societies. They use maps and other geographic materials in their studies as they learn about North Carolina geographic locations, personal economic activities and understanding how the role of an individual can effect change.

# Healthful Living

## **Healthful Living Grade 6**

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

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

In sixth grade, students will learn a variety of communication techniques that will allow them to employ critical thinking skills to make positive health decisions. Students will appraise their own health and fitness status, understand sound nutrition principles and develop sensible exercise practices. This knowledge will be applied as they demonstrate the ability to set, pursue and achieve personal health and fitness goals. Students will engage in physical activities that provide opportunities for rhythmic/dance movement, lead-up games enhancing basic sport skills, offensive and defensive game strategies, game rules/etiquette, problem solving, fair play, and sportsmanship. Because of the nature of health education, discussion may include sensitive topics. By contacting the school principal, parents may request in writing that their child be excluded from certain health topics owing to personal/religious beliefs.

## **Healthful Living Grade 7**

Healthful Living is required for all 7th grade students and includes health education and physical education. These two courses complement each other as students learn how to be healthy and physically active for a lifetime. Because our health and physical fitness needs are so different from a generation ago, the nature of healthful living is

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Through a quality healthful living education program, students will learn the importance of health and physical activity and develop skills to achieve and maintain a healthy lifestyle. Students will learn how to apply the concepts of proper exercise in their daily lives, discover ways to handle stress, avoid harmful and illegal drugs, learn about the relationship between nutrition and weight management, develop healthy interpersonal relationships (including conflict resolution skills), develop teamwork and character-building skills, and learn how to achieve positive health and fitness goals. In seventh grade, students will appraise their own health status, apply communication and stress management skills to prevent serious health risks, employ a variety of injury prevention techniques, understand the dietary guidelines, learn about the benefits of abstinence until marriage and the risks of premarital sexual intercourse, comprehend negative media messages, and demonstrate refusal skills related to peer pressure. Students will understand the risks associated with the use of alcohol and other drugs. In addition, students will learn how to encourage others not to engage in risky behaviors. Students will establish personal fitness goals and participate in social dance, small-sided games, and demonstrate advanced movement/skill sequences. Students will display appreciation toward the varying skill levels of teammates while enjoying the many benefits of physical activity.

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

### **Healthful Living Grade 8**

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

Through a quality healthful living education program, students will learn the importance of health and physical activity and develop skills to achieve and maintain a healthy lifestyle. Students will learn how to apply the concepts of proper exercise in their daily

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

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

## Academic Electives

### **AVID (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 course for academic support. In the AVID course, 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
- Maintain grades of C or higher
- Have average to high test scores
- Commit to enrollment in academically rigorous courses appropriate for the student
- Participate in the AVID selection process

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

### **Math Academy**

This course is designed for students who need additional instruction and support in gaining grade level mathematics skills, problem-solving strategies, test-taking skills, and mathematical thinking in authentic contexts. Activities will focus on the use of manipulatives to build understanding of mathematical concepts and the use of cooperative and individual activities that practice and strengthen grade level skills and ability in mathematics. Technology, reading and writing for greater understanding in mathematics will be incorporated where appropriate.

**Math 180**

MATH 180® is a mathematics program designed to address the needs of struggling students in Grades 6 and up, and their teachers, equally—building students' confidence with mathematics and accelerating their progress to algebra. MATH 180® teachers partner with sophisticated technology to help them do what they do best: reach students. Students benefit from this partnership by receiving consistent instruction that is fully optimized and allows them to master skills and advance at an accelerated pace. MATH 180® is a comprehensive system of curriculum, instruction, assessment, and professional development designed to equip older struggling students with the knowledge, reasoning, and confidence to thrive in algebra.

**Corrective Reading**

Corrective Reading is a powerful Direct Instruction remedial reading series that solves a wide range of problems for struggling older readers, even if they have failed with other approaches. Explicit, step-by-step lessons are organized around two major strands, Decoding and Comprehension, which may be used separately or together to customize instruction for particular student needs. Each strand of Corrective Reading has four levels that teach foundation skills for non-readers to seventh-grade-level material – potentially all in about 2 1/2 years.

Decoding lessons range from instruction in letter sounds and blending to the reading of sophisticated passages such as those found in content-area textbooks. Comprehension skills covered range from simple classification and true-false identification to complex analogies, analyses, and inferential comprehension strategies. With progress through each level, students read increasingly more difficult material with accuracy, fluency, solid comprehension and improved study skills. (National Institute for Direct Instruction)

**Read 180**

READ 180® is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development. READ 180® is delivered in 45- to 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading. READ 180® is designed for students in elementary through high school. (Institute of Education Sciences)

### **Reading Skills and Strategies**

Available for grades 6, 7, and 8, this course is designed for students who need additional instruction and support in comprehension building, vocabulary building, and reading skills. Direct strategy instruction will occur with extended opportunities for guided reading practice with both fiction and nonfiction text. Students will have the opportunity to self-select texts and set individual reading goals. Instructional strategies will include teacher read alouds, paired reading, guided reading, literature circles, and building of independent reading time.

### **Yearbook**

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

### **Creative Writing (SNMS only)**

Using the Paideia teaching method and mentor texts, students will write fiction and non-fiction pieces which investigate society's ideals and values. Through their writing, students will seek ways to make a positive impact on the local and global community. With technology, students will create a flow of output that will advance their own digital footprints in a constructive way, as well as that of Southern Nash Middle School.

### **Healthy Living Enrichment**

Are you interested in learning more about different lifetime sports? This course offers physically active students the opportunity to explore activities outside the realm of traditional sports.

Activities that will be covered in this course include: ultimate Frisbee, golf, bowling, badminton, shuffleboard, and floor hockey. Students will learn the rules, guidelines, scoring of each game. In addition, advance strategies associated with each of the sports will be taught during the course.

## Arts Education

### **Visual Art**

This class is available to students who desire an exposure to art. Skills will be developed in areas such as drawing, painting, designing, printmaking, sculpture, and crafts. Students will be encouraged to broaden their perception and appreciation of art and to formulate opinions and judgments based upon their experiences. Throughout the course, associations will be made between the students, their environments, and man and his dependence on art.

### **General Music**

This course introduces students to the elements of music through singing, playing instruments, and moving. Students study basic theory concepts in order to read and perform a variety of musical styles from classical to contemporary spanning a number of cultures.

### **Vocal Music (Chorus)**

This course is designed for students who have had a limited amount of formal choral experience. Vocal technique studies and music reading will be emphasized. Students will be introduced to a wide variety of roles related to music and opportunities will be provided to explore ways of participating in musical activities. This group will perform before audiences several times during the year.

### **Band (year-long course)**

This class develops skills in tone production, breath support, and music reading. Students are introduced to performance skills and techniques. They are encouraged to perform as individuals and as members of an ensemble. Students should anticipate some after-school practices and evening performances.

### **Strings (year-long course)**

Technique and scale studies, introduced in Beginning Strings, are continued. Solo and orchestral literature is studied in these classes. Emphasis is on varied bowings, tuning, identifying and playing various dynamic markings, and learning basic musical terms. Students should anticipate some after-school practices and evening performances

## Career and Technical Education

Elective offerings vary by school. The availability of electives depends on student interest, and appropriate facility, and staffing.

The mission of Career Technical Education is to empower students to be successful citizens, workers, and leaders in a global economy. The middle school CTE experience allows students to explore different program areas to increase awareness in career interest. CTE fulfills an increasingly significant role in school efforts to graduate all students Career and College Ready.

CTE provides students:

- academic subject matter taught with relevance to the real world
- employability skills, from job-related skills to workplace ethics
- career clusters/pathways that link secondary and postsecondary education for additional training and degrees, especially related to workplace training, skills upgrades and career advancement

Electives listed by the grade levels are on the next page.

### **Grade 6 Career and Technical Education Courselets**

#### *AGRICULTURE*

##### **Exploring Animal and Plant Science (SNMS only)**

This middle school course introduces students to the industry of agriculture. Topics of instruction include the fundamentals of the animal science industry and the plant science industry. Students are exposed to FFA competitive events, community service, and leadership activities. English language arts, mathematics, and science are reinforced.

#### *BUSINESS*

##### **Keyboarding and Basic Word Processing**

This course introduces students to keyboarding and basic word processing using Microsoft Word. Students will learn to operate a keyboard with speed and accuracy and develop formatting skills in document processing.

## *HEALTH*

### **Introduction to Biotechnology (NCMS and ROM only)**

This course introduces students to biotechnology. Topics include an introduction to biotechnology and careers in biotechnology. English language arts and science are reinforced in this course.

## *TECHNOLOGY ENGINEERING AND DESIGN (STEM)*

### **Exploring Technology (EMS and ROM Only)**

#### **PITSCO STEM Lab (RMMS and SNMS Only)**

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

## **Grade 7 Career and Technical Education Courselets**

## *AGRICULTURE*

### **Exploring Environmental & Natural Resources (SNMS only)**

This middle school course introduces students to the industry of agriculture. Topics of instruction include animal science, agricultural science and technology, plant science, agricultural issues, natural resources, food science, stewardship, consumer agriculture, and careers in agricultural science. Students are exposed to FFA competitive events, community service, and leadership activities. English language arts, mathematics, and science are reinforced.

## *BUSINESS*

### **Introduction to Office Productivity**

This middle school course is composed of instructional modules designed to provide hands-on instruction in basic keyboarding skills, computer concepts, and software

applications. The software applications include word processing, spreadsheets, and presentations. English language arts and mathematics are reinforced.

## *HEALTH*

### **Therapeutic Careers - Medical Terms and Body Systems (NCMS and ROM only)**

This course introduces students to careers in therapeutic services . Careers in the Therapeutic Services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling and health education information.

## *INFORMATION TECHNOLOGY*

### **Computer Science Discoveries I (ROM and RMMS)**

Computer Science Discoveries is an introductory Computer Science course from code.org that empowers students to create authentic artifacts and engage with Computer Science as a medium for creativity, communication, and problem-solving. This course focuses on problem solving, web development and animations and games.

## *TECHNOLOGY ENGINEERING AND DESIGN (STEM)*

### **Exploring Engineering and Design (EMS Only)**

#### **PITSCO STEM Lab (RMMS and SNMS Only)**

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

### **Grade 8 Career and Technical Education Courselets**

## *AGRICULTURE*

### **Exploring Food and Agricultural Products (SNMS only)**

This middle school course introduces students to the industry of agriculture. Topics of instruction include animal science, agricultural science and technology, plant science,

agricultural issues, natural resources, food science, stewardship, consumer agriculture, and careers in agricultural science. Students are exposed to FFA competitive events, community service, and leadership activities. English language arts, mathematics, and science are reinforced.

### *CAREER DECISIONS*

#### **Exploring Personal Characteristics, Careers and Employment**

This middle school course will allow students to explore personal characteristics, careers and skills needed for employment success. The course also focuses on self-awareness, understanding the world of work and the career planning process.

### *HEALTH*

#### **Diagnostic Careers - Medical Terms and Body Systems (NCMS and ROM only)**

This course introduces students to careers in diagnostic services. Careers in the Diagnostic Services pathway use tests and evaluations that aid in the detection, diagnosis and treatment of diseases, injuries or other physical conditions.

### *INFORMATION TECHNOLOGY*

#### **Computer Science Discoveries II (ROM and RMMS)**

Computer Science Discoveries is an introductory Computer Science course from code.org that empowers students to create authentic artifacts and engage with Computer Science as a medium for creativity, communication, and problem-solving. This course focuses on the design process, data and society, and physical computing.

### *TECHNOLOGY ENGINEERING AND DESIGN (STEM)*

#### **Exploring Technological Systems (EMS Only)**

#### ***PITSCO STEM Lab (RMMS and SNMS Only)***

This middle school course focuses on students' understanding how technological systems work together to solve problems and capture opportunities. As technology becomes more integrated and systems become dependent upon each other, this course gives students a general background on the different types of systems, with specific concentration on the connections between these systems. Art, English language arts, mathematics and science are reinforced. Technology Design and Innovation is recommended as preparation for this course.

## Getting Ready For High School

### **Planning for High School**

High school students take rigorous courses that build the foundation for success in college, the military or the workforce. The Future-Ready Core Course of Study was established by the NC State Board of Education as the minimum units required for graduation, but NRMPS high schools have additional course requirements. You can view NRMPS high school graduation requirements and the high school curriculum guide at <http://www.nrms.k12.nc.us/>

In the spring of your eighth grade year, you will be guided by your eighth grade teachers and school counselors in selecting courses for ninth grade. This process includes choosing your ninth grade courses and projecting your tenth, eleventh, and twelfth grade courses. When you are in ninth, tenth, and eleventh grades, your high school teachers and school counselors will continue to assist you as you choose courses for the next school year and plan for your future.

### **Exploring Careers**

Exploring your career interests will help you with high school planning.

Interests are only part of who you are, so check out sites to explore your own characteristics and identify other qualities that connect with careers that you may choose.

### **College Foundation of North Carolina (CFNC)**

Consider taking a career interest inventory to help you focus on what you might want to consider for a career. Knowing more about your interests and skills will help you plan for your high school experience.

You can take a free interest inventory at [www.CFNC.org](http://www.CFNC.org).