

2025-2026

MIDDLE SCHOOL PLANNING GUIDE





General Information

The Middle School Planning Guide provides students and their families with concise information about 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.

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MIDDLE SCHOOL DIRECTORY

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ALEXANDER GRAHAM 980-343-5810 1800 Runnymede Lane, Charlotte, NC 28211	MCCLINTOCK 980-343-6425 1925 Rama Road, Charlotte, NC 28212
ASHLEY PARK PRE K-8 980-343-6018 2401 Belfast Drive, Charlotte, NC 28208	MINT HILL 980-343-5439 11501 Idlewild Road, Matthews, NC 28262
BAILEY 980-343-1068 11900 Bailey Road, Cornelius, NC 28031	MOUNTAIN ISLAND LAKE ACADEMY 980-343-6948 7905 Pleasant Grove Road, Charlotte, NC 28214
BRADLEY 980-343-5750 13345 Beatties Ford Road, Huntersville, NC 28078	NORTH ACADEMY OF WORLD LANGUAGES 980-343-0743 12201 Hambright Road, Huntersville, NC 28078
BERRYHILL SCHOOL 980-343-6100 10501 Windy Grove Road, Charlotte, NC 28278	NORTHEAST 980-343-6920 5960 Brickstone Drive, Charlotte, NC 28227
CARMEL 980-343-6705 5001 Camilla Drive, Charlotte, NC 28226	NORTHEDGE 980-343-5015 7601 The Plaza, Charlotte, NC 28215
CHANTILLY MONTESSORI 980-343-0692 701 Briar Creek Road, Charlotte, NC 28205	NORTHWEST SCHOOL OF THE ARTS 980-343-5500 1415 Beatties Ford Road, Charlotte, NC 28216
CHARLOTTE EAST LANGUAGE ACADEMY 980-343-0380 6108 Wilora Lake Road, Charlotte, NC 28212	OAKLAWN LANGUAGE ACADEMY 980-343-0400 1810 Oaklawn Avenue, Charlotte, NC 28216
CHARLOTTE-MECKLENBURG ACADEMY 980-343-0680 5833 Millhaven Lane, Charlotte, NC 28269	PIEDMONT 980-343-5435 1241 E. 10th Street, Charlotte, NC 28204
CHARLOTTE-MECKLENBURG VIRTUAL 980-343-0742 7030 Nations Ford Road, Charlotte, NC 28217	QUAIL HOLLOW 980-343-3620 2901 Smithfield Church Road, Charlotte, NC 28210
COCHRANE COLLEGIATE ACADEMY 980-343-6460 6200 Starhaven Drive, Charlotte, NC 28215	RANDOLPH 980-343-6700 4400 Water Oak Road, Charlotte, NC 28211
COLLINSWOOD LANGUAGE ACADEMY 980-343-5820 4000 Applegate Road, Charlotte, NC 28209	RANSON 980-343-6800 5850 Statesville Road, Charlotte, NC 28269
COMMUNITY HOUSE 980-343-0689 9500 Community House Road, Charlotte, NC 28277	REA FARMS STEAM ACADEMY 980-343-0732 11532 Golf Links Drive, Charlotte, NC 28277
COULWOOD STEM ACADEMY 980-343-6090 500 Kentberry Drive, Charlotte, NC 28214	RENAISSANCE WEST STEAM ACADEMY 980-343-0049 3241 New Renaissance Way, Charlotte, NC 28208
CRESTDALE 980-343-5755 940 Sam Newell Road, Matthews, NC 28105	RIDGE ROAD 980-344-3410 7260 Highland Creek Parkway, Charlotte, NC 28269
DAVIDSON K-8 980-343-3900 635 South Street, Davidson, NC 28036	SEDFIELD 980-343-5840 2700 Dorchester Place, Charlotte, NC 28209
DRUID HILLS ACADEMY 980-343-5515 2801 Lucena Avenue, Charlotte, NC 28206	SEDFIELD MONTESSORI 980-343-5830 715 Hartford Avenue, Charlotte, NC 28209
EASTWAY 980-343-6410 1501 Norland Road, Charlotte, NC 28205	SOUTH ACADEMY OF INTERNATIONAL LANGUAGES 980-343-5815 8300 Nations Ford Road, Charlotte, NC 28217
GOVERNORS' VILLAGE STEM ACADEMY 980-343-5775 7810 Neal Road, Charlotte, NC 28262	SOUTH CHARLOTTE 980-343-3670 8040 Strawberry Lane, Charlotte, NC 28277
HIGHLAND MILL MONTESSORI 980-343-5525 3201 Clemson Avenue, Charlotte, NC 28205	SOUTHWEST 980-343-5006 13624 Steele Creek Road, Charlotte, NC 28273
KENNEDY 980-343-5540 4000 Gallant Lane, Charlotte, NC 28273	THOMASBORO ACADEMY 980-343-6000 538 Bradford Drive, Charlotte, NC 28208
JAMES MARTIN 980-343-5382 7800 IBM Drive, Charlotte, NC 28262	TURNING POINT ACADEMY 980-343-5681 2300 West Sugar Creek Road, Charlotte, NC 28262
JAY M. ROBINSON 980-343-6944 5925 Ballantyne Commons Parkway, Charlotte, NC 28277	WALTER G. BYERS SCHOOL 980-343-6940 1415 Hamilton Street, Charlotte, NC 28206
J.M. ALEXANDER 980-343-3830 12201 Hambright Road, Huntersville, NC 28078	WHITEWATER 980-343-0003 11600 White Rapids Road, Charlotte, NC 28214
LINCOLN HEIGHTS MONTESSORI 980-343-5830 1900 Newcastle Street, Charlotte, NC 28216	WILLIAMS SECONDARY MONTESSORI 980-343-0040 2400 Carmine Street, Charlotte, NC 28206
MARIE G. DAVIS 980-343-0006 3351 Griffith Street, Charlotte, NC 28203	WILSON STEM ACADEMY 980-343-6070 7020 Tuckaseegee Road, Charlotte, NC 28214

Office of the Superintendent

4421 Stuart Andrew Blvd., Suite 100

Charlotte, NC 28217

Dear Charlotte-Mecklenburg Schools Families,

We at Charlotte-Mecklenburg Schools are committed to our mission of creating an innovative, inclusive, student-centered environment that supports the development of independent learners. To accomplish this goal, our district must lead the way by charting a pathway of endless possibilities for our students and employees through a connected ecosystem of families, community, and organizations, both public and private.

To support students and their families, we have developed a Middle School Planning Guide. This guide should be used to make the best course and program selections based on your child's interest and post-high school graduation goals. The Charlotte-Mecklenburg team is ready to help you with this important planning process. Please contact your child's school counselor or a member of the administrative team to work with you to find the best options for your child.

Again, we are committed to partnering with you and your child to create an education plan utilizing the numerous courses and programs we have to offer.

Thank you for allowing us to partner with you in your child's education.

In service and partnership,



Dr. Crystal Hill
Superintendent

1 MIDDLE SCHOOL



ARTS EDUCATION GRADUATION REQUIREMENT

Students who enter Grade 6 in the fall of 2022 or later will be required to take at least one arts course during their 6th grade through 12th grade education experience. All arts courses offered in middle or high school (semester or year-long) will fulfill the Arts Education Graduation Requirement with the exception of the Arts Education Wheel course offered in 6th grade.

INTERDISCIPLINARY TEAMS

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

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

ACADEMICS

Developing proficiency in essential skills is vital for students to be able to acquire the knowledge and values necessary to live full and productive lives as responsible members of society. Though students need a great deal of nurturing during the middle school years, high

academic performance is expected of all students. Challenging academic areas (math, science, language arts, and social studies), known as required courses, are the basis of the curriculum. Students will have an opportunity to take elective/exploratory classes. Students planning to enroll in International Baccalaureate (IB) programs in high schools should be ready to enter NC Math 2 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.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

MTSS is DPI's and the district's framework for total school improvement. The framework involves implementing research or evidence based academic, behavior and social and emotional practices that would support all students. This work includes systems and supports for attendance as well. The systems that are implemented ensures that all students are provided the instruction they need to make progress towards meeting or exceeding grade level standards or expectations.

Through regular data analysis MTSS school teams are able to determine the needs for students beginning at core instruction. While reviewing the elements of core (curriculum, instruction, and environment) school teams can consider what changes are necessary to meet the needs of all students. As all students are receiving core instruction, through a data based problem solving model, it may be determined that *some* students will need *supplemental* instruction/intervention and a *few* students will need *intensive* instruction/intervention. Both supplemental and intensive instruction/intervention are provided to students along with receiving their core instruction. Through all tiers of instruction it is necessary to monitor the progress of students to ensure fidelity of the instruction/intervention provided.

ADVISORY/ACADEMIC ENRICHMENT

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

CAREER AND TECHNICAL EDUCATION

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

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

SCHOOL COUNSELING SERVICES

On a daily basis, school counselors are involved in character education, violence prevention, career planning and much more. School counselors design and deliver school counseling programs that improve student outcomes. Programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. The school counseling program is an integral part of students' daily educational environment, and school counselors are partners in student achievement.

Students have the opportunity to participate in a middle school counseling program that focuses on academic, social/emotional, and career development. Students in the middle grades, begin to build an educational plan to reach their postsecondary and career goals. School counselors utilize American School Counselor Association (ASCA) student mindset and behaviors to design goals and services to help students attain the desired competencies. This also allows counselors to provide all students with knowledge and skills appropriate for their developmental level.

At the middle school level, students are challenged with rigorous academic coursework. Counselors assist students and parents in the course selection process. Along with challenging coursework, students are provided with support to help them succeed in school and are prepared to lead fulfilling lives as responsible members of society. Counselors sponsor special recognition and incentive



programs to honor students who are doing well and to encourage all students to perform at their best. Individual and group counseling sessions are provided to assist middle school students with normal developmental issues. Counselors work with all students to help them apply academic achievement strategies, manage emotions, apply interpersonal skills and begin planning for post secondary interest. Learning these skills and strategies help students handle real-life situations, develop good character traits, and become successful adults.

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

STUDENT WELLNESS POLICY

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

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

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

2 SPECIAL PROGRAMS

AVID

AVID (Advancement Via Individual Determination) is a college readiness system designed to provide scaffolded support to students by encouraging college and career readiness and success. At the secondary grade levels (grades 6–12), AVID includes an elective course taken during the school day. Students enrolled in AVID learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities. Students are encouraged to enroll in at least one of their school's most rigorous academic classes, such as Honors, Advanced Placement, IB, Dual Enrollment, or Cambridge, in addition to the AVID Elective.

The AVID curriculum, based on rigorous standards, is driven by the WICOR methodology, which stands for Writing, Inquiry, Collaboration, Organization, and Reading. WICOR instructional strategies engage students and scaffold instruction.

Students interested in enrolling in the AVID elective should:

- Demonstrate the potential, desire, and determination to attend college
- Maintain a minimum 2.0 GPA
- Commit to enroll in academically rigorous courses (appropriate for the student)
- Fulfill the requirements set forth by the school's AVID contract

Please contact your school for more information about availability and how to enroll in the AVID elective.

*For more information about the AVID College Readiness System and its curriculum, please visit the AVID website at www.avid.org

Service	Description	Location
Co-Taught Classroom	General and Exceptional Children (EC) Teachers collaborate and deliver instruction using a variety of co-teaching approaches embedding specially designed instruction (SDI) as appropriate.	General Education
EC Resource Room	Students are pulled out of their General Education class for part or all to receive instruction. EC teacher provides content and/or SDI to students in a small group setting.	Special Education
Learning Lab	Students participate in this class in addition to their general education classes (often during an elective block). EC Teacher provides content and SDI to students in a small group setting.	Special Education
Extensions Classroom (formerly SAC/AU)	Students follow a modified curriculum and spend the majority of their day in this setting (some students may participate in electives outside of this setting). EC teacher provides small group and individualized SDI in the separate setting.	Special Education

Table 1.1

EXCEPTIONAL CHILDREN PROGRAMS & SERVICES

Advanced Studies Programming & Talent Development

The mission of Advanced Studies programming is to provide Academically Intellectually Gifted (AIG) and advanced learners (K-12) from all cultural and socioeconomic backgrounds with educational opportunities and non-instructional experiences that develop their potential for outstanding performance capability in intellectual, academic, creative, artistic and leadership areas. At the middle school level, AIG and advanced learners are served utilizing the inclusion model in Standard or Honors-level courses in the core

content areas. In these courses, teachers incorporate gifted research-based curriculum, practices, and strategies and make appropriate content modifications. Placement in Honors courses is based on multiple criteria and may include such things as EOG scores, previous course grades, teacher recommendations, and district benchmark exam scores. A variety of enrichment activities (e.g., National Academic League, Odyssey of the Mind, Math Counts, Chess Club, Math Olympiads, Science Olympiad, etc.) are also available.

HORIZONS

The Horizons Program was created in 1999 to offer a challenging and motivating environment for highly gifted students. The Horizons K-8 program focuses on meeting the needs of students with extraordinary skills and who are working at least 2 grade levels ahead of similar age peers. The middle school component is offered at Randolph Middle School and includes a rigorous curriculum in all core content areas. Families work with their middle school counselors to choose a High School program that meets their child's educational needs and best supports their learning pathway. For more information about this unique program and the required application process, contact the **Horizons Advanced Studies Specialist at (980) 343-2644**.

VIRTUAL LEARNING

VIRTUAL MIDDLE SCHOOL COURSES

Middle school students have the opportunity to take both middle school and high school courses online. Students complete the courses asynchronously and work can be completed on campus during the school day, or outside of school day. Students taking online courses outside of the school day must have access to a computer (or other compatible device) and the internet. Principal approval for an alternate schedule that includes a virtual course is required.

Students must take all required exams face-to-face, including End-of-Grade (EOG), End-of-Course (EOC), and NC Final Exams (NCFE). All courses taken in middle school for high school credit will be shown on the student's high school transcript and will count as a credit towards graduation. The grade will not be calculated into GPA or class ranking.

For a complete course listing and school enrollment process, contact the middle school guidance counselor at your school.

MATH COURSES

Middle school students are allowed to enroll in high school math courses such as NC Math 1, NC Math 2, and NC Math 3. The middle school student must meet the prerequisites of the high school math course to enroll. The middle school student must meet the prerequisites of the high school math course to enroll based on district criteria for enrolling in high school math courses in middle school. If a middle school student takes a high school math course that has an EOC assessment (Math 1 and Math 3 Only), the student's middle homeschool must administer the test. The EOC assessment score must count at least 20% of the student's final grade. These courses will count toward the NC High School Graduation Requirements of four (4) math courses while in high school. However, the grades will not be calculated into the high school grade point average and will not affect class ranking.

WORLD LANGUAGE COURSES

Middle School students are allowed to take the first four high school levels of a World Language course while in middle school. These courses will count toward credits required to meet entrance

recommendations for the UNC University system and will be reflected on the student's transcript. The grades will not be calculated into the high school grade point average or affect class ranking. Languages available online include Arabic, ASL, French, Chinese, Japanese, Latin, Russian, and Spanish. Middle school students are not permitted to take Advanced Placement (AP) courses.

ADDITIONAL COURSES

CREDIT BY DEMONSTRATED MASTERY

Credit by Demonstrated Mastery (CDM) is the process by which a student may earn credit for a high school course offered in middle school by demonstrating a deep understanding of the content; without course enrollment or seat time. Students shall demonstrate mastery through a multi-phase assessment, including a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally; and, an artifact which requires the student to apply knowledge and skills relevant to the content standards. Students passing both phases earn credit towards graduation, and the course credit does not impact student GPA. There are 3 testing windows: Fall, Spring, and Summer. Some courses are excluded from CDM. For more information on the CDM process and timelines, contact your Middle School Guidance Counselor.

LIEP/ML COURSES FOR MIDDLE SCHOOL

CMS provides the LIEP (Language Instruction Educational Plan)/ML (Multilingual Learners) Program at all middle schools. Students whose primary language is not English and who are identified as Multilingual Learners (MLs) qualify for services based on the English Language Proficiency test (WAPT, WIDA Screener & ACCESS).

ENGLISH LANGUAGE DEVELOPMENT COURSE (ELD)

English Language Development courses at the Novice or Intermediate levels may be scheduled as companion courses to support success in coursework required for promotion.

Multilingual Learners will engage in targeted and intentional instruction to promote high levels of English language proficiency in the domains of speaking, listening, reading, and writing. ML students will develop both academic language skills and social and instructional language within the WIDA Standards Framework. The course curriculum is aligned to state content standards. This course is intended to provide scaffolded grade level content to support the students in building academic knowledge at every level of language proficiency through complex texts organized around complex texts, questions and functional language use.:

HEALTH/PHYSICAL EDUCATION(S)

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

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

FIT FOR LIFE

This course is aligned to the NC Healthful Living Standards for grades 6-8. Fit for Life will enable students to obtain the knowledge and skills necessary to develop and maintain a health-enhancing level of fitness and to increase physical competence, self esteem and the motivation to pursue lifelong physical activity and well-being.



3 ATHLETICS

VISION: To partner with school principals and athletic directors to support overall student-athlete well-being and enhance the student-athlete experience in our schools.

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

RESPONSIBILITIES OF PARENTS & STUDENT-ATHLETES

- Must adhere to all North Carolina Department of Public Instruction (DPI) and CMS athletic eligibility regulations. The failure of school personnel, parents or a student-athlete to be aware of a rule is not sufficient cause to set aside the application of the rule.
- Must sign all CMS required athletic eligibility participation forms.
- Must provide proof of medical or accident insurance.
- Must pay the participation fee (\$75 per sports 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 (395 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.

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 requirements found in the Table 3.1 below, but is not limited to the requirements found in Table 3.1.



CMS has two (2) methods of anonymous communication for individuals to report suspected violations of athletic eligibility requirements: playfair@cms.k12.nc.us or (980) 343-1098.

For more information about athletic-eligibility rules and the consequences for violations: wearecms.com

Additional Information: Specific questions or clarifications of athletic information and/or eligibility should be addressed to the athletic director at the school where your child is enrolled/participates. For additional information, go to www.cmsathleticzone.com or call the CMS athletics office at (980) 343-6980.

Table 3.1

7th Grade	<ul style="list-style-type: none"> • Must meet local promotion standards • A student promoted from sixth grade to seventh grade automatically meets the requirements for the first semester. • Must have earned a *2.0 GPA from the 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 for at least one-half of the instructional day • May participate 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	<ul style="list-style-type: none"> • Must meet local promotion standards • Must have earned a *2.0 GPA from the 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 for at least one-half of the instructional day • May participate 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 (Grades 7-12)	<ul style="list-style-type: none"> • 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.

*For athletic eligibility, GPA is calculated using the semester grade on the report card for year-long classes and the final grade on the report card for semester classes. (CMS Board Policy JJJ)

*Middle School: For athletic eligibility, minimum load of work is defined as passing six out of eight courses in the A/B format of block scheduling during the traditional school day.

ENTRANCE & CONTINUATION REQUIREMENTS

ENTRANCE REQUIREMENTS FOR MAGNET PROGRAMS

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

ACKNOWLEDGEMENT OF MAGNET PROGRAM REQUIREMENTS

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

MAGNET THEME ENTRANCE REQUIREMENTS

- International Baccalaureate (grades 6-8) – Students entering middle school must be promoted at the end of the school year in which the application is made. Students coming from IB magnet elementary schools and LI/TD schools have guaranteed continuation into IB middle schools in their transportation zone.
- Secondary Montessori at JT Williams (grades 7-12) – Current CMS Montessori students have an automatic magnet continuation from grade 6 to grade 7. Rising seventh and eighth graders living in Mecklenburg County who are not current CMS Montessori students, are eligible to apply via the Request for Reassignment/Transfer process. Non-CMS Montessori students must have completed at least two years of an upper elementary Montessori program, or successfully complete a Montessori disposition aptitude assessment at the school.

CONTINUATION REQUIREMENTS TO REMAIN IN 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.



Table 4.1

Magnet Theme	Middle School	Magnet Theme-related Course Requirements
Cambridge	Eastway	N/A
World Languages & Language Immersion	Charlotte East Language Academy Collinswood Language Academy Oaklawn Language Academy North Academy of World Languages South Academy of International Languages	World Language (Chinese, French, German, Japanese or Spanish); Language Arts in target language (immersion students)
IB Middle Years Program	Albemarle Road JM Alexander Marie G. Davis K-8 Piedmont Randolph Ranson Quail Hollow	World Language (e.g. French, Latin or Spanish) MYP students in grades 6-8 must be enrolled in all MYP courses for which they have the necessary pre-requisites and be promoted to next grade level
STEM (Science, Technology, Engineering & Math)	Coulwood Governors' Village McClintock Kennedy Northridge Northeast Wilson Whitewater	Math, Science, and STEM enrichment courses
Visual and Performing Arts	First Ward Creative Arts Crestdale	Two (2) Arts electives
Virtual Learning	Charlotte-Mecklenburg Virtual School	N/A

5 MINIMUM REQUIRED COURSES

All courses are a year in length unless otherwise noted.

Table 5.1

SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE	VIRTUAL COURSES FOR MIDDLE SCHOOL STUDENTS
Required Courses: Language Arts Mathematics Science Social Studies Physical Education/Health(s)	Required Courses: Language Arts Mathematics Science Social Studies Physical Education/Health(s)	Required Courses: Language Arts Mathematics Science Social Studies Physical Education/Health(s)	English Language Arts – 6 English Language Arts - 7 English Language Arts - 8 Math – 6 Math – 7 Math – 8
MIDDLE SCHOOL ELECTIVE COURSE OFFERINGS (MAY VARY SLIGHTLY BY SCHOOL)			<i>Please consult with your school counselor for any virtual enrollment needs for middle school.</i>
Electives: Arts Education Wheel (S) Band Orchestra Visual Arts (S) Chorus (S) Dance (S) Drama (S) World Languages Exploratory (S) Keyboarding and Basic Word Processing Exploring Personal Characteristics and Careers Exploring Careers and Employment Exploring Business and Entrepreneurship PROJECT LEAD THE WAY – Design and Modeling (DM) PROJECT LEAD THE WAY – Automation and Robotics Middle School Success 101*	Electives: Band Orchestra Visual Arts (S)(Y) Chorus (S)(Y) Dance (S)(Y) Drama (S)(Y) World Languages Level I part A (Y) Keyboarding and Basic Word Processing Introduction to Office Productivity Office Productivity Applications Exploring Personal Characteristics and Careers Exploring Careers and Employment Exploring Business and Entrepreneurship Exploring Economic Systems Exploring Business Activities Exploring Business Procedures and Leadership Middle School Success 101* PROJECT LEAD THE WAY – Design and Modeling (DM) PROJECT LEAD THE WAY – Automation and Robotics PROJECT LEAD THE WAY – App Creators PROJECT LEAD THE WAY – Computer Science for Innovators and Makers PROJECT LEAD THE WAY – Energy and the Environment PROJECT LEAD THE WAY – Flight and Space PROJECT LEAD THE WAY – Green Architecture PROJECT LEAD THE WAY – Magic of Electrons PROJECT LEAD THE WAY – Medical Detectives PROJECT LEAD THE WAY – Science of Technology	Electives: Band Orchestra Visual Arts (S)(Y) Chorus (S)(Y) Dance (S)(Y) Drama (S)(Y) World Languages Level I part B (Y) Keyboarding and Basic Word Processing Introduction to Office Productivity Office Productivity Applications Exploring Personal Characteristics and Careers Exploring Careers and Employment Exploring Business and Entrepreneurship Exploring Economic Systems Exploring Business Activities Exploring Business Procedures and Leadership Middle School Success 101* PROJECT LEAD THE WAY – Design and Modeling (DM) PROJECT LEAD THE WAY – Automation and Robotics PROJECT LEAD THE WAY – App Creators PROJECT LEAD THE WAY – Computer Science for Innovators and Makers PROJECT LEAD THE WAY – Energy and the Environment PROJECT LEAD THE WAY – Flight and Space PROJECT LEAD THE WAY – Green Architecture PROJECT LEAD THE WAY – Magic of Electrons PROJECT LEAD THE WAY – Medical Detectives PROJECT LEAD THE WAY – Science of Technology	
			HIGH SCHOOL COURSES FOR MIDDLE SCHOOL STUDENTS VIRTUAL OPTIONS Arabic I-III (S) ASL I-II (S) Chinese I-IV French I-IV German I-II (S) Japanese I-III Spanish I-IV Russian I-II (S) Latin I-III

*Course offered online through NCVPS as middle school elective credit

**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.

*** The NC General Assembly passed legislation that allows high school students the opportunity to graduate with 22 credits beginning in the 2024-2025 school year. Students must declare this pathway as a rising 9th grader and complete the CMS Accelerated Graduation process through the school counselor and principal.

6TH GRADE REQUIRED COURSES

English Language Arts

ENGLISH LANGUAGE ARTS 6

Sixth grade students will use oral language, written language, and various media and technology for expressive, informational, argumentative, critical, and literary purposes aligned to the North Carolina Standard Course of Study for Grade 6. They also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in the sixth grade is placed on personal expression, students should also:

- Interpret and synthesize information.
- Develop an understanding of the foundations of an argument.
- Recognize individual perspectives in response to personal, social, cultural, and historical issues.
- Analyze print and non-print texts.
- Use effective and varied sentence construction and edit writing for improvements.
- Comprehend, analyze, and interpret a wide range of literary and informational texts.

HONORS ENGLISH LANGUAGE ARTS 6

According to the Honors Level Implementation Guide from NCDPI, students experience learning around concepts through the infusion of depth, complexity, creativity, and/or rigor. In addition to skills emphasized in English Language Arts 6, students are provided advanced instructional resources and strategies to extend and deepen core instruction by differentiating:

- content through the inquiry of multiple and challenging texts
- process through higher-order thinking skills, open-ended learning, self-monitoring tools
- product through real-life and problem-based learning
- learning environment through readiness, interest, and profiles

Social Studies

BEGINNINGS OF HUMAN SOCIETY TO THE EMERGENCE OF THE FIRST GLOBAL AGE

World Studies I, will allow students to extend the foundational skills, concepts, processes, and knowledge gained in grades K-5 and prepare students to be college, career, and civic ready. Students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills. The World Studies I course is an infused study of the six social studies strands. Students will focus on the emergence, expansion, and decline of civilizations from the Paleolithic Era to 1400 CE. They will understand key factors that shaped the development of civilizations.

The course includes an integrated study of various societies and regions from every continent: Africa (North Africa, West Africa, East Africa, South Africa); Asia (East Asia, Central Asia, Southwest Asia, Southeast Asia); Europe; the Americas (North America, Central America, South America); the Caribbean; and the Pacific Islands.

Science

INTEGRATED SCIENCE 6

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

HEALTH AND PHYSICAL EDUCATION 6

The intent of this course is to develop the knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals for a lifetime.

The Health Education essential standards include behavior and skill development in five strands, Mental and Emotional Health, Alcohol, Tobacco, and other Drugs, Nutrition and Physical Activity, Interpersonal Communication and Relationships, and Personal and Consumer Health.

The Reproductive Health and Safety Education (RHASE) curriculum is part of our local curricula meeting state standards (House Bill 88) and is offered in grades 5-9.

Note: *Parents/Guardians must opt their children INTO RHASE instruction per School Board Policy A-CHE and the Parents Bill of Rights.*

The Physical Education essential standards require moderate to vigorous physical activity (MVPA) developing across four strands, Motor Skills, Movement Concepts, Health Related Fitness and Personal and Social Responsibility. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

FIT FOR LIFE

This course is aligned to the NC Healthful Living Standards for grades 6-8. Fit for Life will enable students to obtain the knowledge and skills necessary to develop and maintain a health-enhancing level of fitness and to increase physical competence, self esteem and the motivation to pursue lifelong physical activity and well-being.

UNIFIED PHYSICAL EDUCATION GRADES 6-8

Unified Physical Education is a fully inclusive program. Students will be paired together for the entirety of the course. An important underpinning of Unified Physical Education is that all students enter the class on an equitable social footing. Students with and without intellectual or physical disabilities will be equitable classmates working together to compete in a variety of different activities. With a student-centered focus; general education students (peers) will learn and design units to implement appropriate activities for students of all abilities. Both students participate alongside each other in various physical activities.

Prerequisite: *Students with an IEP who require Adapted Physical Education services must complete Adapted Physical Education prior to being enrolled in Unified PE.*

ADAPTED PHYSICAL EDUCATION

Adapted physical education is physical education that has been modified so it is appropriate for students with disabilities (SWD). Under the Individuals with Disabilities Education Act (IDEA, 2004), all students with an Individualized Education Program (IEP) will receive effective physical education services. The intent of this program is to provide a unique opportunity to enhance the quality of life for the student with disabilities through physical, emotional, social and intellectual growth. A comprehensive program designed to meet the individual needs, abilities, and developmental stages through participation in lifetime, recreational and fitness activities accomplish this process. This will include team and individual sports as well as different fitness workouts. A self-actualization value orientation curriculum will be implemented to focus on the individual learner's growth in self-direction and development of self-management abilities.

Prerequisite: *Eligibility for APE services is determined through an initial referral or reevaluation process of a student's IEP. All students with a disability (SWD) who cannot safely and/or successfully follow the NC Essential Standards for PE require APE.*

6 SIXTH GRADE COURSES

Mathematics

MATH 6

This course is designed for all 6th Grade students and for those students who meet the established criteria and requirements. The content in this course follows the North Carolina Standard Course of Study. In Grade 6, instructional time will focus on five 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, including negative numbers; (3) writing, interpreting, and using expressions and equations with variables; (4) developing understanding of statistical thinking; and (5) relating the concepts of area, surface area, and volume in geometric figures. Students will engage in the conceptual understanding of these standards to develop procedural fluency using the course material provided.

HONORS MATH 6

This course is designed for those students who meet the established criteria and requirements for Honors Math in the school. The content in this course follows the North Carolina Standard Course of Study. In addition to the standards expected in Math 6, Honors Math 6 students will complete extensions to include computing with all rational numbers; solving problems by using ratios and proportions; solving equations and inequalities involving applications of area, surface area, and volume; and comparing data sets to analyze their center and spread. Students will engage in relevant and authentic problems around the standards and will also be expected to recognize potential problems, analyze errors, solve problems proficiently, and use complex reasoning. Honors Math 6, which includes 6th and 7th grade standards from a conceptual lens, is the highest level of math offered in 6th grade in CMS.

6TH GRADE ELECTIVE COURSES

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

Arts Education

Arts Education courses are sequential, follow the North Carolina Standard Course of Study, and build on the skills and knowledge learned in previous courses. Students who receive a complete K-8 education in a particular arts discipline may be eligible to start with an intermediate level class in 9th grade. Details for each arts discipline are in the high school planning guide. 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 theater. 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 the 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. Students learn to create compositions, learn performance values, use movement skills, analyze dance, and understand cultural, historical, and interdisciplinary connections with dance.

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 a student's individual skills in visual art. Students learn to communicate effectively using the language of visual arts, apply creative and critical thinking skills, and create art using a variety of processes. Students develop their understanding of the contextual relevance of art, as well as life applications. Students learn how to respond to art with critical analysis.

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."

AVID

AVID 6

The sixth-grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note-taking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research. Please check with your school's guidance department for information about availability and how to enroll.

World Languages

Heritage speakers, former Dual Language Immersion (DLI) students or students who have lived abroad may be placed into higher levels of language without taking a prerequisite, based on a proficiency assessment. These students are not awarded credit for the level(s) they may skip.

WORLD LANGUAGE 6 EXPLORATORY (S)

This course provides an introduction to world languages such as French, German, Latin, or Spanish with an emphasis on basic communication and cultural concepts. Specific language offerings vary at the school's discretion, according to what languages are offered in the school by highly qualified staff. This course may provide an exposure to two languages for nine weeks each, or 18 weeks of a single language. **This is the same course as non-credit Middle School French or Middle School Spanish, and may only be taken once in grades 6-8.**

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

Career and Technical Education

KEYBOARDING AND BASIC WORD PROCESSING

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

EXPLORING PERSONAL CHARACTERISTICS AND CAREERS

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

EXPLORING CAREERS AND EMPLOYMENT

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

EXPLORING BUSINESS AND ENTREPRENEURSHIP

This course is comprised of two instructional modules designed to provide project-based instruction to explore the nature of business

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

PROJECT LEAD THE WAY - DESIGN AND MODELING (DM)

Provides students opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

PROJECT LEAD THE WAY

Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

*A CTE course should be taken only once.

ELD for Multilingual Learner Students (MLs)

ELD

English Language Development courses at the Novice or Intermediate level may be scheduled as companion courses to support success in coursework required for promotion. Multilingual Learners will engage in targeted and intentional instruction to promote high levels of English language proficiency in the domains of speaking, listening, reading, and writing. ML students will develop both academic language skills and social and instructional language within the WIDA Standards Framework. The course curriculum is aligned to state content standards. This course is intended to provide scaffolded grade level content to support the students in building academic knowledge at every level of language proficiency through complex texts organized around complex texts, questions and functional language use.

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: Fusion Reading, VMATH, TransMath, core content assistance, learning strategies, and/or instructional support.

7 SEVENTH GRADE COURSES

7TH GRADE REQUIRED COURSES

English Language Arts

ENGLISH LANGUAGE ARTS 7

Seventh grade students will use oral language, written language, and various media and technology for expressive, informational, argumentative, critical, and literary purposes aligned to the North Carolina Standard Course of Study for Grade 7. Students also utilize their study of the structure of language and grammar rules in order to speak and write effectively. While emphasis in the seventh grade is placed on argument, students should also:

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

HONORS ENGLISH LANGUAGE ARTS 7

According to the Honors Level Implementation Guide from NCDPI, students experience learning around concepts through the infusion of depth, complexity, creativity, and/or rigor. In addition to skills emphasized in English Language Arts 7, students are provided advanced instructional resources and strategies to extend and deepen core instruction by differentiating:

- content through the inquiry of multiple and challenging texts
- process through higher-order thinking skills, open-ended learning, self-monitoring tools
- product through real-life and problem-based learning
- learning environment through readiness, interest, and profiles.

Social Studies

SOCIAL STUDIES 7

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

World Studies II, will allow students to extend the foundational skills, concepts, processes, and knowledge gained in grades K-5 and prepare students to be college, career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history skills. World Studies II will continue to expand upon the knowledge, skills, and enduring understandings acquired in the sixth-grade examination of the emergence, expansion, and decline of civilizations by beginning at 1400 CE and moving into the globalized network of nations in the modern world. Modern world is defined by a time in which societies and regions witnessed the birth of the following developments: greater awareness of other cultures; creation of a global economy; rise of powerful nation-states; major technological advancements; and deepening reliance on science. The course is taught in a way that leads students to make connections between historical events and their own lives. This is accomplished through an investigation of the various factors that shaped the development of societies and regions in the modern world as well as global interactions between those societies. The course includes an integrated study of various societies and regions from every continent (Africa, Asia, Europe, the Americas, and Australia).

Science

INTEGRATED SCIENCE 7

This course is an inquiry-based science class exploring the interre-

lationships of 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, weather and atmosphere, genetics/heredity and human systems, characteristics of life, cells, and the human body system.

Health and Physical Education

HEALTH/PHYSICAL EDUCATION 7

The intent of this course is to develop the knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health enhancing goals for a lifetime.

The Health Education essential standards include behavior and skill development in five strands, Mental and Emotional Health, Alcohol, Tobacco, and other Drugs, Nutrition and Physical Activity, Interpersonal Communication and Relationships, and Personal and Consumer Health.

The Reproductive Health and Safety Education (RHASE) curriculum is part of our local curricula meeting state standards (House Bill 88) and is offered in grades 5-9.

Note: Parents/Guardians must opt their children INTO RHASE instruction per School Board Policy A-CHE and the Parents Bill of Rights.

The Physical Education essential standards require moderate to vigorous physical activity (MVPA) developing across four strands, Motor Skills, Movement Concepts, Health Related Fitness and Personal and Social Responsibility. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

UNIFIED PHYSICAL EDUCATION GRADES 6-8

Unified Physical Education is a fully inclusive program. Students will be paired together for the entirety of the course. An important underpinning of Unified Physical Education is that all students enter the class on an equitable social footing. Students with and without intellectual or physical disabilities will be equitable classmates working together to compete in a variety of different activities. With a student-centered focus; general education students (peers) will learn and design units to implement appropriate activities for students of all abilities. Both students participate alongside each other in various physical activities.

Prerequisite: Students with an IEP who require Adapted Physical Education services must complete Adapted Physical Education prior to being enrolled in Unified PE.

FIT FOR LIFE

This course is aligned to the NC Healthful Living Standards for grades 6-8. Fit for Life will enable students to obtain the knowledge and skills necessary to develop and maintain a health-enhancing level of fitness and to increase physical competence, self esteem and the motivation to pursue lifelong physical activity and well-being.

Adapted Physical Education

Adapted physical education is physical education that has been modified so it is appropriate for students with disabilities (SWD). Under the Individuals with Disabilities Education Act (IDEA, 2004), all students with an Individualized Education Program (IEP) will receive effective physical education services. The intent of this program is to provide a unique opportunity to enhance the quality of life for the student with disabilities through physical, emotional, social and intellectual growth. A comprehensive program designed to meet the individual needs, abilities, and developmental stages through participation in lifetime, recreational and fitness activities accomplish this process. This will include team and individual

sports as well as different fitness workouts. A self-actualization value orientation curriculum will be implemented to focus on the individual learner's growth in self-direction and development of self-management abilities.

Prerequisite: Eligibility for APE services is determined through an initial referral or reevaluation process of a student's IEP. All students with a disability (SWD) who cannot safely and/or successfully follow the NC Essential Standards for PE require APE.

Mathematics

MATH 7

This course is designed for students who completed Math 6 and for those students who meet the established criteria and requirements. The content in this course follows the North Carolina Standard Course of Study. In Grade 7, instructional time will focus on five critical areas: (1) understanding, applying, and solving problems using proportional relationships; (2) developing a further understanding of number sense and how to operate with numbers in various representations, including decimals, fractions, percents, and negatives; (3) working with expressions and multi-step linear equations in algebraic and real-world scenarios; (4) interpreting geometric situations to solve problems involving area, circumference, surface area, and volume of 2- and 3-dimensional figures, including scale drawings; and (5) drawing inferences about populations based on samples and comparing two data sets. Students will engage in the conceptual understanding of these standards to develop procedural fluency using the course material provided.

HONORS MATH 7

This course is designed for students who meet the established criteria and requirements for Honors Math in the school. The content in this course follows the North Carolina Standard Course of Study, and many students enrolled in this course will have the opportunity to complete Math 1 by the end of 8th grade. The content of this course will include the study of concepts addressed in Math 7 and extending into Math 8. In addition to the Math 7 standards, students will study rational and irrational numbers, linear relationships on the coordinate plane, geometric transformations, volume of more 3-dimensional figures, and frequency tables. Students will engage in relevant and authentic problems around the standards and will also be expected to recognize potential problems, analyze errors, solve problems proficiently, and use complex reasoning.

NC MATH 1

This course is designed for students who have completed Honors Math 6 and for those students who meet established criteria and requirements for high school math credit in the middle school. Only students who have demonstrated readiness by meeting the criteria of the CMS Middle School Math 1 rubric will have the opportunity to enroll in NC Math 1 in 7th grade. Math 1 continues 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 use algebraic representations of geometric relationships to solve problems. Quadratic and exponential functions will be introduced and studied. Students will use a variety of methods to solve problems using a system of linear relations. Data will be investigated using correlation and linear regression. Students will analyze errors, solve problems proficiently, and use complex reasoning throughout the course. High school math credit will be earned upon successful completion of the course. The grade earned will appear on the high school transcript but will not count in the high school GPA.



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. Students who receive a complete K-8 education in a particular arts discipline may be eligible to start with an intermediate level class in 9th grade. Details for each arts discipline are in the high school planning guide. 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.

7 SEVENTH GRADE COURSES

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)

This course builds on individual skills, with an emphasis on student's personal expression through movement. Students create more complex compositions, develop performance values, increase complexity of movement skills, analyze dance, understand personal connections to dance and begin to study dance careers.

VISUAL ARTS 7 (S) (Y)

Students develop their creative and critical thinking skills as they create original art based on experiences and observations in drawing, painting, printmaking, sculpture, and contemporary crafts. Students study geographic and historical impacts on art in many cultures. Analyzing careers and evaluating personal art based on a range of criteria is part of this course.

AVID

AVID 7

The seventh-grade AVID Elective course is written to either serve as a first-year AVID experience or build upon the components of the AVID philosophy learned in previous years. Students will refine short- and long-term goals, and as a result, begin to understand the value in taking charge of their actions. Students will start working on formal and informal speech. Students will complete self evaluations and peer evaluations, related to reading, writing, organization,

and speaking. In broadening their writing practice, students will begin considering audience, purpose and form in their writing. They will expand their knowledge bases of note-taking, in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers and research, to increase their knowledge of college and career options. Please check with your school's guidance department for information about availability and how to enroll.

Career and Technical Education

KEYBOARDING AND BASIC WORD PROCESSING

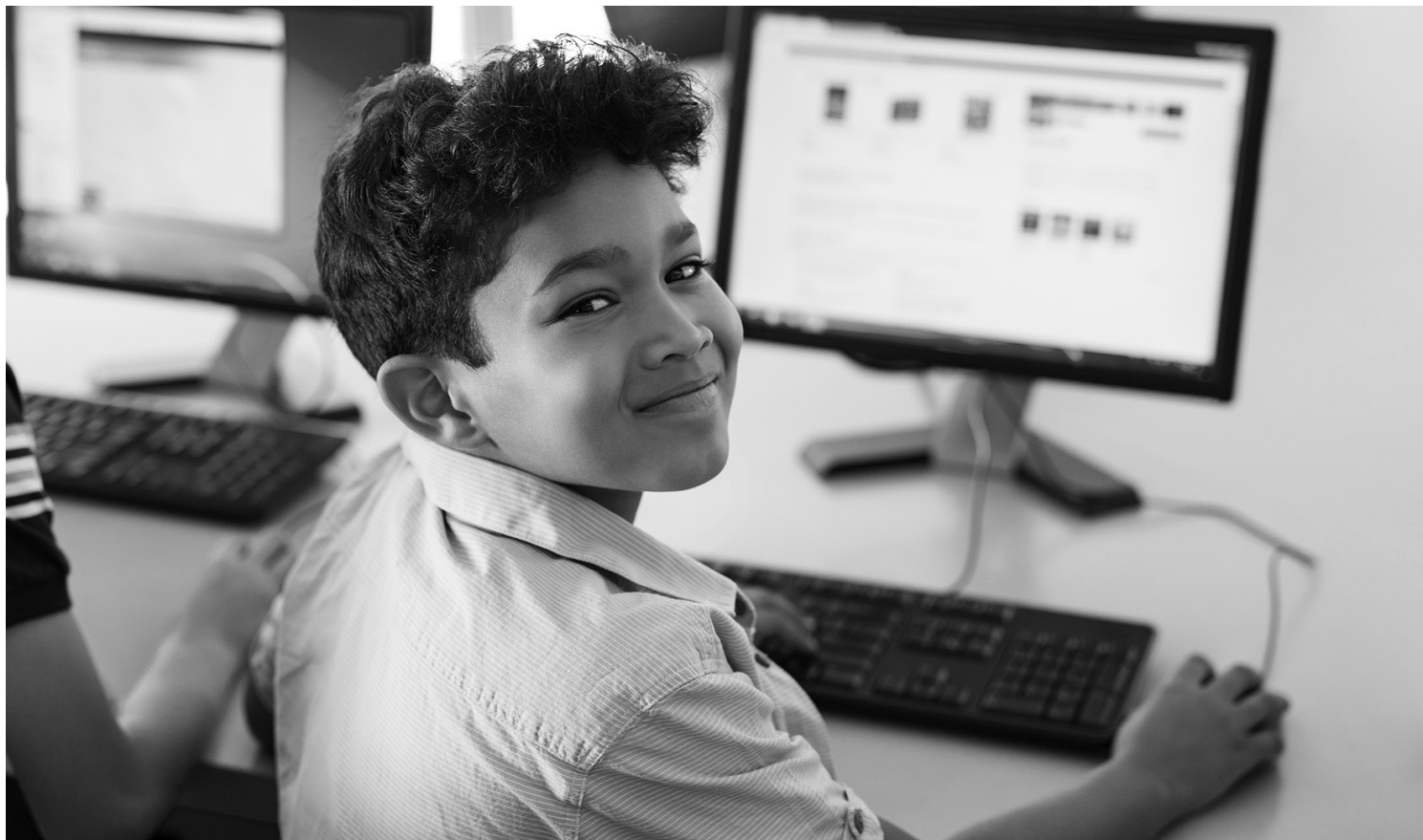
This course is comprised of a series of instructional modules designed to provide project-based instruction in basic keying skills, computer concepts and software applications. The four modules covered are alpha keys, number/symbol keys, building speed and accuracy and basic business correspondences.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

INTRODUCTION TO OFFICE PRODUCTIVITY

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

OFFICE PRODUCTIVITY APPLICATIONS

This course is comprised of a series of instructional modules designed to provide project-based instruction in computer



concepts and software applications. The three modules covered are spreadsheets – charts and advance functions, database basics, and desktop publishing. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts and mathematics are reinforced.

EXPLORING PERSONAL CHARACTERISTICS AND CAREERS

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

EXPLORING CAREERS AND EMPLOYMENT

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

EXPLORING BUSINESS AND ENTREPRENEURSHIP

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

EXPLORING ECONOMIC SYSTEMS

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

EXPLORING BUSINESS ACTIVITIES

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

EXPLORING BUSINESS PROCEDURES AND LEADERSHIP

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

PROJECT LEAD THE WAY - DESIGN AND MODELING (DM)

provides students opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

PROJECT LEAD THE WAY - AUTOMATION AND ROBOTICS (AR)

Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

PROJECT LEAD THE WAY - APP CREATORS

This unit will expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.

PROJECT LEAD THE WAY - COMPUTER SCIENCE FOR INNOVATORS AND MAKERS

Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

PROJECT LEAD THE WAY - ENERGY AND THE ENVIRONMENT (EE)

Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They use what they've learned to design and model alternative energy sources, as well as evaluate options for reducing energy consumption.

PROJECT LEAD THE WAY - FLIGHT AND SPACE (FS)

The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil.

PROJECT LEAD THE WAY - GREEN ARCHITECTURE (GA)

In this unit, students learn how to apply green concepts to the fields of architecture and construction. They explore dimensioning, measuring, and architectural sustainability and apply what they have learned to design affordable housing units using Autodesk's® 3D architectural design software.

PROJECT LEAD THE WAY - MAGIC OF ELECTRONS (ME)

In this unit, students examine the behavior and parts of atoms as well as the impact of electricity on the world around them. They learn skills in basic circuitry design and use what they know to propose designs such as a burglar alarm for an art museum.

PROJECT LEAD THE WAY - MEDICAL DETECTIVES (MD)

Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

07 SEVENTH GRADE COURSES

PROJECT LEAD THE WAY - SCIENCE OF TECHNOLOGY (ST)

Science impacts the technology of yesterday, today, and the future. In this unit, students apply the concepts of physics, chemistry, and nanotechnology to activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials.

COMPUTER SCIENCE DISCOVERIES (CSD)

Computer Science Discoveries (CSD) covers topics such as programming, physical computing, HTML/CSS, and data. Students will be empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

*A CTE course should be taken only once.

World Languages

Heritage speakers, former Dual Language Immersion (DLI) students or students who have lived abroad may be placed into higher levels of language without taking a prerequisite, based on a proficiency assessment. These students are not awarded credit for the level(s) they may skip.

MIDDLE SCHOOL FRENCH (S)

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 is the same course as World Language 6 Exploratory, and may be taken only once in grades 6-8.

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

FRENCH I PART A (Y)

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

MIDDLE SCHOOL SPANISH (S)

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 is the same course as World Language 6 Exploratory, and may be taken only once in grades 6-8.

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

SPANISH I PART A (Y)

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

SPANISH FOR NATIVE SPEAKERS I PART A (Y)

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

Prerequisite: Heritage or Native Spanish Speaker. Students do not have to be receiving EL services to be eligible for this course.

*Level I of a world language in middle school consists of a two-year sequence of study that begins with level I part A in the 7th grade and is completed with level I part B in the 8th grade. Students who intend to participate in the IB program in high school or earn the Global Languages endorsement 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. This non-credit course may only be taken once in grades 6-8.

ENGLISH LANGUAGE DEVELOPMENT FOR MULTILINGUAL LEARNERS 7 (ELD)

English Language Development courses at the Novice or Intermediate level may be scheduled as companion courses to support success in coursework required for promotion. Multilingual Learners will engage in targeted and intentional instruction to promote high levels of English language proficiency in the domains of speaking, listening, reading, and writing. ML students will develop both academic language skills and social and instructional language within the WIDA Standards Framework. The course curriculum is aligned to state content standards. This course is intended to provide scaffolded grade level content to support the students in building academic knowledge at every level of language proficiency through complex texts organized around complex texts, questions and functional language use.

Exceptional Children

This elective is available only to Exceptional Children.

LEARNING LAB 7; LEARNING LAB 7 (S)

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

8TH GRADE REQUIRED COURSES

English Language Arts

ENGLISH LANGUAGE ARTS 8

Eighth grade students will use oral language, written language, and various media and technology for expressive, informational, argumentative, critical, and literary purposes aligned to the North Carolina Standard Course of Study for Grade 8. 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 should also:

- Interpret, analyze, and synthesize information from a variety of texts.
- Expand argumentation to refine the use of counterclaims.
- Elaborate and support individual perspectives in response to personal, social, cultural, and historical issues.
- Analyze print and non-print texts.
- Use effective and varied sentence construction and edit for improvements in sentence formation, usage, mechanics, spelling, and variety.
- Comprehend, analyze, interpret, and evaluate a wide range of literary and informational texts.

HONORS ENGLISH LANGUAGE ARTS 8

According to the Honors Level Implementation Guide from NCDPI, students experience learning around concepts through the infusion of depth, complexity, creativity, and/or rigor. In addition to skills emphasized in English Language Arts 8, students are provided advanced instructional resources and strategies to extend and deepen core instruction by differentiating:

- content through the inquiry of multiple and challenging texts
- process through higher-order thinking skills, open-ended learning, self-monitoring tools
- product through real-life and problem-based learning
- learning environment through readiness, interest, and profiles.

Social Studies

SOCIAL STUDIES 8

NORTH CAROLINA AND THE UNITED STATES HISTORY:

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 identifies the knowledge

and understanding. 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, evidence of evolution in organisms and landforms, energy, microbiology and agents of disease. These students will take a North Carolina EOG test.

Health & Physical Education

HEALTH/PHYSICAL EDUCATION 8

The intent of this course is to develop the knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health enhancing goals for a lifetime.

The Health Education essential standards include behavior and skill development in five strands, Mental and Emotional Health, Alcohol, Tobacco, and other Drugs, Nutrition and Physical Activity, Interpersonal Communication and Relationships, and Personal and Consumer Health. Additionally, students must be trained in Hands Only CPR to meet the NC graduation requirement (HB 837) by successfully completing a CPR skills test during 8th Grade Health and PE.

The Reproductive Health and Safety Education (RHASE) curriculum is part of our local curricula meeting state standards (House Bill 88) and is offered in grades 5-9.

Note: *Parents/Guardians must opt their children INTO RHASE instruction per School Board Policy A-CHE and the Parents Bill of Rights.*

The Physical Education essential standards require moderate to vigorous physical activity (MVPA) developing across four strands, Motor Skills, Movement Concepts, Health Related Fitness and Personal and Social Responsibility. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

UNIFIED PHYSICAL EDUCATION GRADES 6-8

Unified Physical Education is a fully inclusive program. Students will be paired together for the entirety of the course. An important underpinning of Unified Physical Education is that all students enter the class on an equitable social footing. Students with and without intellectual or physical disabilities will be equitable classmates working together to compete in a variety of different activities. With a student-centered focus; general education students (peers) will learn and design units to implement appropriate activities for students of all abilities. Both students participate alongside each other in various physical activities.

Prerequisite: *Students with an IEP who require Adapted Physical Education services must complete Adapted Physical Education prior to being enrolled in Unified PE.*

ADAPTED PHYSICAL EDUCATION

Adapted physical education is physical education that has been modified so it is appropriate for students with disabilities (SWD). Under the Individuals with Disabilities Education Act (IDEA, 2004), all students with an Individualized Education Program (IEP) will receive effective physical education services. The intent of this program is to provide a unique opportunity to enhance the quality of life for the student with disabilities through physical, emotional, social and intellectual growth. A comprehensive program designed to meet the individual needs, abilities, and developmental stages through participation in lifetime, recreational and fitness activities accomplish this process. This will include team and individual sports as well as different fitness workouts. A self-actualization

08 EIGHTH GRADE COURSES

value orientation curriculum will be implemented to focus on the individual learner's growth in self-direction and development of self-management abilities.

Prerequisite: Eligibility for APE services is determined through an initial referral or reevaluation process of a student's IEP. All students with a disability (SWD) who cannot safely and/or successfully follow the NC Essential Standards for PE require APE.

FIT FOR LIFE

This course is aligned to the NC Healthful Living Standards for grades 6-8. Fit for Life will enable students to obtain the knowledge and skills necessary to develop and maintain a health-enhancing level of fitness and to increase physical competence, self esteem and the motivation to pursue lifelong physical activity and well-being.

Mathematics

MATH 8

This course is designed for students who completed Math 7 and for those students who meet the established criteria and requirements. The content in this course follows the North Carolina Standard Course of Study. In Grade 8, instructional time will focus on five critical areas: (1) formulating, solving, and reasoning with linear equations and systems of linear equations algebraically and in real-world contexts; (2) modeling the association in bivariate data with a linear equation; (3) grasping the concept of a function and using functions to describe qualitative and quantitative relationships; (4) analyzing 2- and 3-dimensional space and figures by measuring and/or comparing their lengths, distances, and angles, and determining how various geometric transformations affect their similarity and congruence; and (5) understanding and applying the Pythagorean Theorem in geometric and real-world scenarios. Students will engage in the conceptual understanding of these standards to develop procedural fluency using the course material provided.

MATH 8 HONORS

This course is designed for students who do not meet the criteria for NC Math 1 and desire additional challenges in their Math 8 course. The content in this course follows the North Carolina Standard Course of Study for Math 8. Additional content is included to further prepare students for high school Math 1, such as extensions on linear functions and equations, statistical regression, deeper study of inequalities, and expanding exponent work to variable bases. Students enrolled in Math 8 Honors will take the Math 8 EOG as an opportunity to demonstrate mastery of Math 8 standards at the end of the year. In Math 8 Honors, students will engage in the conceptual understanding of these standards to develop procedural fluency using the course material provided.

NC MATH 1

This course is designed for students who have completed Honors Math 7 and/or those students who meet the established criteria and requirements for high school math credit in the middle school. Math 1 continues 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 use algebraic representations of geometric relationships to solve problems. Quadratic and exponential functions will be introduced and studied. Students will use a variety of methods to solve problems using a system of linear relations. Data will be investigated using correlation and linear regression. Students will analyze errors, solve problems proficiently, and use complex reasoning throughout the course. High school math credit will be earned upon successful completion of the course. The grade earned will appear on the high school transcript but will not count in the high

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

Table 8.1

school GPA. Pursuant to state law, every student who scores a 5 on the Grade 7 Math EOG will be enrolled in NC MATH 1 in 8th grade, and students who do not score a 5 on the Grade 7 Math EOG can still be enrolled in NC MATH 1 if they demonstrate readiness by meeting the criteria of the CMS Middle School Math 1 rubric.

NC MATH 2

This course is designed for students who have completed and received credit for Math 1. Math 2 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 will be explored and applied. Algebraic concepts will be readily applied throughout this course, especially in the areas of quadratic functions and root functions. High school math credit will be earned upon successful completion of the course. The grade earned will appear on the high school transcript but will not count in the high school GPA.

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. Students who receive a complete K-8 education in a particular arts discipline may be eligible to start with an intermediate level class in 9th grade. Details for each arts discipline are in the high school planning guide. Presentation of work is a natural progression in the study of the arts. Students at the middle school level will have opportunities to demonstrate their work in many venues; however, the final product is never the emphasis in the arts class. The arts education program is process-oriented rather than product-oriented. Performances and exhibitions help students to define the roles of performers and audience members. They also teach students to critique the arts appropriately and help students build confidence and pride in their work.

BAND 8 (Y)

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

Prerequisite: Completion of 7th grade band and/or permission of band instructor.

ORCHESTRA 8 (Y)

Students will have an opportunity to explore many styles and periods of literature for string orchestra. Instruction will follow the goals and objectives of the North Carolina Standard Course of

Study for Music Education. This class will include opportunities for performance and refine their ability to critically evaluate and analyze orchestral performances.

Prerequisite: 7th Grade Orchestra and/or the permission of the orchestra instructor.

CHORUS 8 (S), (Y)

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

DANCE 8 (S), (Y)

This course builds on individual skills in dance, with an emphasis on technique and structure. Students use a variety of approaches to choreograph dances; integrate self-, peer- and teacher feedback to refine dance performances; understand the role of dance in North Carolina and the United States; and evaluate economic impact of choosing careers in dance. Year-long students participate in performances for a variety of audiences.

VISUAL ART 8 (S), (Y)

Students refine their application of the Elements of Art and Principles of Design to create personal art that communicates ideas through drawing, painting, printmaking, contemporary crafts and sculptural design. Students understand the role of art in the history of North Carolina and the United States. Comparisons are made between skills possessed by students and those needed in a variety of art careers. Students critique art based on criteria and can use convincing arguments to respond to art.

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.

AVID

AVID 8

The eighth-grade AVID Elective course is the year of preparation for high school. The students will regularly exhibit and utilize the skills and strategies learned in the sixth and seventh grade AVID courses. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure and voice. Students will transition from active learners to leaders. Other areas of focus include broadening their experiences with analyzing text and utilizing appropriate reading strategies, becoming more involved in the presentations of guest speakers and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college preparatory testing and build connections with the high school they will attend. Please check with your school's guidance department for information about availability and how to enroll.

Career and Technical Education

KEYBOARDING AND BASIC WORD PROCESSING

This course consists of a series of instructional modules designed to provide project-based instruction in basic keying skills, computer concepts and software applications. The four modules covered are alpha keys, number/symbol keys, building speed and accuracy and basic business correspondences. Students also participate in Future



Business Leaders of America (FBLA) competitive events, community service, and leadership activities. Language arts is reinforced.

INTRODUCTION TO OFFICE PRODUCTIVITY

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

OFFICE PRODUCTIVITY APPLICATIONS

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

EXPLORING AGRICULTURAL ISSUES

This course allows students to bridge their understanding of science and research within the agricultural industry and technology. Gaining an understanding of current issues and challenges affecting the agricultural industry and economy helps mold students into advocates in their community. Work-based learning opportunities and leadership development engage students in the development of their career development plan.

EXPLORING PERSONAL CHARACTERISTICS AND CAREERS

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

EXPLORING CAREERS AND EMPLOYMENT

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

08 EIGHTH GRADE COURSES

EXPLORING CARPENTRY

This course provides students with the opportunity to explore key terminology, careers, and safety associated with working in the Construction Industry, more specifically in the Carpentry field. Knowledge gained in this course will help to spark interest in the Architecture and Construction Education pathway.

EXPLORING BUSINESS AND ENTREPRENEURSHIP

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

EXPLORING ECONOMIC SYSTEMS

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

EXPLORING ENVIRONMENT AND NATURAL RESOURCES

This course allows students to gain understanding of the relationship between natural resources and the production of food and fiber, including the role of alternative energy in the agricultural industry. An emphasis on environmental stewardship within the agricultural industry as it impacts plant and animal production helps students engage in practicing strategies for effectively using resources in the agricultural industry. Work-based learning opportunities and leadership development engage students in the development of their career development plan.

EXPLORING BUSINESS ACTIVITIES

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

EXPLORING BUSINESS PROCEDURES AND LEADERSHIP

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

FUNDAMENTALS OF AGRICULTURAL SCIENCE

This course allows students to learn the importance of stewardship which is emphasized through hands-on experiences. Students learn appropriate safety procedures for the various agricultural education learning environments. Students implement foundational work-based learning experiences and develop leadership skills and life skills through agriculture and community settings.



PROJECT LEAD THE WAY – GATEWAY TO TECHNOLOGY (GTT)

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

COMPUTER SCIENCE DISCOVERIES (CSD)

Computer Science Discoveries (CSD) covers topics such as programming, physical computing, HTML/CSS, and data. Students will be empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

*A CTE course should be taken only once.

World Languages

Language offerings will vary by school based on staffing availability.

Heritage speakers, former Dual Language Immersion (DLI) students or students who have lived abroad may be placed into higher levels of language without taking a prerequisite, based on a proficiency assessment. These students are not awarded credit for the level(s) they may skip.

MIDDLE SCHOOL FRENCH (S)

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 is the same course as World Language 6 Exploratory, and may be taken only once in grades 6-8.

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

FRENCH I PART B (Y)

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

Prerequisite: Successful completion of French I part A.

MIDDLE SCHOOL SPANISH (S)

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 is the same course as World Language 6 Exploratory 6th, and may be taken only once in grades 6-8.

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

SPANISH I PART B (Y)

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

Prerequisite: Successful completion of Spanish I part A.

SPANISH FOR NATIVE SPEAKERS I PART B (Y)

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

I credit on the student's high school transcript, and counts towards meeting the UNC system entrance recommendations.

Prerequisite: Successful completion of Spanish for Native Speakers I part A.

*Level I of a world language in middle school consists of a two-year sequence of study that begins with level I part A in the 7th grade and is completed with level I part B in the 8th grade. Students who intend to participate in the IB program in high school or earn the Global Languages endorsement 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. This non-credit course may only be taken once in grades 6-8.

ENGLISH LANGUAGE DEVELOPMENT COURSE FOR MULTILINGUAL LEARNERS (ELD)

English Language Development courses at the Novice or Intermediate level may be scheduled as companion courses to support success in coursework required for promotion. Multilingual Learners will engage in targeted and intentional instruction to promote high levels of English language proficiency in the domains of speaking, listening, reading, and writing. ML students will develop both academic language skills and social and instructional language within the WIDA Standards Framework. The course curriculum is aligned to state content standards. This course is intended to provide scaffolded grade level content to support the students in building academic knowledge at every level of language proficiency through complex texts organized around complex texts, questions and functional language use.

Exceptional Children

This elective is available only to 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: Fusion Reading, Math, TransMath, core content assistance, learning strategies, and/or instructional support.

CFNC

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





2025-2026

MIDDLE SCHOOL PLANNING GUIDE

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

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

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