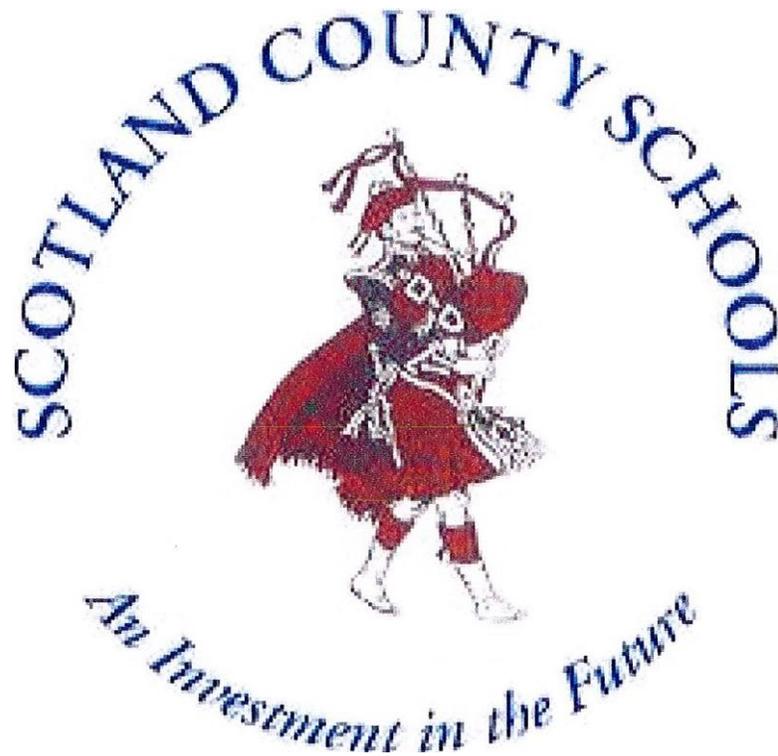


# CARVER MIDDLE SCHOOL

## Course Selection Guide 2016-2017



18601 Fieldcrest Road  
Laurel Hill, NC 28351  
(910) 462-4669

*Superintendent: Dr. Ron Hargrave*

*Principal: Dr. Amber Watkins*

*Website: [scotland.k12.nc.us](http://scotland.k12.nc.us)*



# Middle School Course Selection Guide

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Dear Students and Parents,

Let me begin by saying 'thank you' for your interest in Scotland County Schools and specifically thank you for taking an active role in education. As you know, it is only when we—students, parents/guardians, teachers, and administration work together can we ensure success for all of our students.

The middle school years are some of the most significant years of a child's life. There is a tremendous amount of intellectual, social, and emotional growth that happens during this period. Our middle schools embrace and celebrate this unique time and make sure that the transition from elementary school to middle school is a smooth one. We celebrate our strong core curriculum as well as the many opportunities students have to participate in various electives and extra-curricular and co-curricular activities while in middle school. We believe that a well-balanced schedule will make our students' middle school years more productive and meaningful.

We encourage our parents and students to review this course selection guide together. Look through the classes available and keeping in mind future college and career goals, select those courses that will lead down path of success. As always, if you have questions or need additional guidance, don't hesitate to reach out to the teachers or administration at your school. Like you, their goal is for all middle school students to be successful and leave middle school well-prepared for high school.

We wish each parent and student much success during the 2016-2017 school year.

Sincerely,

A handwritten signature in black ink that reads "Ron Hargrave".

Dr. Ron Hargrave, Ed.D.  
Superintendent, Scotland County Schools



## SCOTLAND COUNTY SCHOOLS MIDDLE SCHOOL COURSE REQUIREMENTS

Content Area	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/Reading	*	*	*
Mathematics	*	*	*
Science	*	*	*
Social Studies	*	*	*
Career and Technical Education	*	*	*
Health and Physical Education	*	*	*

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

### COURSE SELECTION GUIDE

#### *FOCUS*

The middle school years are a significant time in compulsory schooling for students, as educational expectations rise and the social and biological changes of puberty affect the students.

The middle school was established to act as a transition, moving the student away from the world of childhood and introducing social skills and mastery of knowledge and techniques that will be further developed in high school. To succeed in this role, middle schools nurture their students socially and emotionally, providing guidance in social relationships as well as academic and other studies.

#### *RATIONALE*

Middle level education is designed to prepare students for success in rigorous high school courses as they progress in grades 6-8. All children in the middle grades are entitled to a focus on academic performance that advances students' creativity and problem-solving skills. The curriculum provided to middle school students allows for all students to acquire authentic learning and teaching through meaningful integration of content and engagement.

## SIXTH GRADE LEVEL REQUIREMENTS

Sixth grade students will take all of the required core courses which are as follows: English Language Arts, Social Studies, Science, Math, Physical Education and Health. Students may select one or two electives, either from the full year course offerings or semester course offerings depending on make-up of schedule. Course descriptions are as follows:

### REQUIRED CORE COURSES

#### ENGLISH LANGUAGE ARTS

In 6<sup>th</sup> grade, students expand their knowledge of literature with the inclusion of mythology, folktales, and fables from around the world; classic and contemporary fiction and poetry; and literary nonfiction related to historical and select science topics. Students take their knowledge to a new level as they begin to explore deeper and subtler themes, pondering the question, how can we learn from characters and the authors who wrote about them? By the end of 6<sup>th</sup> grade, students are ready to study literature with complex and challenging themes. The writing component of the elementary curriculum ensures that by the time students reach 6<sup>th</sup> grade, they are able to write in an organized style and to articulate a central idea and support it with examples from text. An expanded writing curriculum includes responses to literature, reflective essays, and stories. (36 Weeks)

#### MATHEMATICS

The emphasis in 6<sup>th</sup> grade mathematics will be on conceptual learning, reasoning and computational processes and problem solving. Major topics include ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. Manipulatives and appropriate technology such as calculators and application software will be used regularly for instruction and assessment. (36 Weeks)

#### SOCIAL STUDIES

Students in 6th grade social studies will continue to expand upon the knowledge, skills and understandings acquired in the sixth grade examination of early civilizations. The focus will remain on the five themes of geography to understand modern societies and regions. This course will guide students through patterns of change and continuity with a focus on conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs and the impact of the environment over time, examining both similarities and differences. (36 Weeks)

#### SCIENCE

Engaging students in inquiry-based instruction is a critical way of developing conceptual understanding of the science content that is vital for success in the twenty-first century. The process of scientific inquiry, experimentation and technological design should not be taught nor tested in isolation of the core concepts drawn from physical science, earth science and life science. Students will learn about matter, forces and motion, energy, and Earth in the Universe. A seamless integration of science content, scientific inquiry,

experimentation and technological design will reinforce in students the notion that "what" is known is inextricably tied to "how" it is known. A well-planned science curriculum provides opportunities for inquiry, experimentation and technological design. Teachers, when teaching science, should provide opportunities for students to engage in "hands-on/minds-on" activities that are exemplars of scientific inquiry, experimentation and technological design. (36 Weeks)



#### PHYSICAL EDUCATION/HEALTH

Sixth grade students are introduced to the following Healthful Living strands: mental and emotional health, personal and consumer health, interpersonal communication and relationships, nutrition and physical activity, alcohol, tobacco and other drugs, motor skills, movement concepts, health related fitness and personal/social responsibility. As a part of the Health Education Program (3540), a series of Human Growth and Development classes will be provided to students as part of the Healthy Youth Act. This program is designed to focus on the emotional, social, physical and mental aspects of puberty. This curriculum will be facilitated by using the Making Proud Choices curriculum. (18 Weeks)

# SIXTH GRADE LEVEL REQUIREMENTS

## ELECTIVE COURSES

### COMPUTER SKILLS & APPLICATIONS

The middle school course is composed of instructional modules designed to provide hands-on instruction in basic keyboarding skills, computer concepts, and software applications. The software applications include word processing, desktop publishing, presentation software, spreadsheets, and databases. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course may include mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. (18 Weeks)

### STEM/ TECHNOLOGY DESIGN & INNOVATION (Part A-6<sup>th</sup> Grade)

This middle school course focuses on exploring the seven areas of technology- - Bio-related and Agricultural Technology, Construction Technology, Communication and Information Technology, Energy and Power Technology, Manufacturing, Medical Technology, and Transportation Technology. Through engaging module-based activities and hands-on projects in the fields of *Alternative Energy, Biotechnology, Computer Aided Drafting(CAD), Eco Architecture, Electronics, Energy, Engineering Towers, Forensic Science Going Green, Power and Mechanics, Engineering Towers, Forensic Science, Plastic & Polymers, and Robotics*, students explore the positive and negative impacts of various technologies, study different types of materials, apply the Universal Systems Model to various systems, and analyze natural and man-made disasters as well as how to prevent and mitigate damage. Students develop skills in researching information, communicating design information, and reporting results. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. (Individual modules at each middle school may vary- 18 Weeks)

### EXPLORING BIOTECHNOLOGY IN HEALTH SCIENCE EDUCATION (6<sup>th</sup> Grade)

This course represents the blending of two content areas, Agricultural Education and Health Occupations Education, through their shared foundation in biotechnology. This course will utilize Pitsco STEM Educational modules to teach the following concepts: Unit A- Introduction to Biotechnology; Unit B-Biotech Terminology & Math; Unit C-Laboratory Safety and Infection Control; Unit D-Cellular Design and DNA; Unit E-Agricultural Biotechnology; Unit F-Biotechnology in Healthcare; Unit G-Industrial and Environmental Biotechnology; Unit H- Biomedical Research; Unit I- Bioethics; and Unit J-Careers in Biotechnology (18 weeks)

### BAND

Beginning Band is a structured course offered as an opportunity to learn the basic skills necessary to play a band instrument and to function as an ensemble member. Technical skills and music fundamentals are incorporated into the study of individual instruments and ensemble rehearsal activities. Music reading is an essential element of the beginning band experience. Instruction is offered for the following instruments: flute, clarinet, alto saxophone, trumpet, and trombone. Other instruments may be selected with the permission of the director. (36 Weeks)

### CHORUS

Chorus is open to all students who enjoy singing and musical ensemble performance. The refinement of basic vocal technique, music reading skills, and a positive group experience are important components of this course. Musical fundamentals and skills such as notational literacy, pitch, expression, interpretation, sight singing, style, history, and cultural awareness are studied. Public performance is an integral part of chorus and the choral director schedules numerous group activities for the school, community, and district. In addition, individual performance opportunities are available through All-County and All-State experiences. (18 Weeks)

### ART

Art is designed to offer a wide range of art activities and experiences in the areas of drawing, painting, printmaking, sculpture, and crafts. The teacher exercises judgment in selecting activities best suited for each student and the classroom environment. Emphasis is placed on design, composition, and the development of technique in the various areas. Art history and cultural influences are an integral part of the total course. (18 Weeks)

## SIXTH GRADE LEVEL REQUIREMENTS

### ELECTIVE COURSES

#### **INTRO TO SPANISH**

This course provides an introduction to the most basic functions of the language and elements of the culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing with the given context extending outside the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). (18 weeks)

## SEVENTH GRADE LEVEL REQUIREMENTS

Seventh grade students will take all of the required core courses which are as follows: English Language Arts, Social Studies, Science, Math, Physical Education and Health. Students may select one or two electives, either from the full year course offerings or semester course offering depending on make-up of schedule. Course descriptions are as follows:

### REQUIRED CORE COURSES

#### ENGLISH LANGUAGE ARTS

By the time students reach the 7<sup>th</sup> grade, their literary experiences are well-rounded and span a variety of genres. By the end of 7<sup>th</sup> grade, they are ready to begin studying complex aspects of literature. Continuing with skills developed during the previous year's curriculum, students study morphology, etymology, and word history, building their own dictionaries of words they have investigated. Students write in a variety of genres, including responses to literature, reflective essays, and stories. In addition, they create multimedia presentations. (36 Weeks)

#### MATHEMATICS

In 7<sup>th</sup> grade mathematics, students will tackle more complex problems that require a deeper understanding of ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. At this level, students must extend what they learned in 6<sup>th</sup> grade to more advanced problems. (36 Weeks)

#### SOCIAL STUDIES

Students in 7<sup>th</sup> grade social studies will continue to expand upon the knowledge, skills and understandings acquired in the 6<sup>th</sup> grade examination of early civilizations. Seventh graders study the world from the Age of Exploration to contemporary times (1450-Present) in order to understand the implications of increased global interactions. The focus will remain on the five themes of geography to understand modern societies and regions. This course will guide students through patterns of change and continuity with a focus on conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs and the impact of the environment over time, examining both similarities and differences. (36 Weeks)

#### SCIENCE

Engaging students in inquiry-based instruction is a critical way of developing conceptual understanding of the science content that is vital for success in the twenty-first century. The process of scientific inquiry, experimentation and technological design should not be taught nor tested in isolation of the core concepts drawn from physical science, earth science and life science. Students will learn about matter, structure and functions of living organisms (cell structure and body systems), and energy. A seamless integration of science content, scientific inquiry, experimentation and technological design will reinforce in students the notion that "what" is known is inextricably tied to "how" it is known. A well-planned science curriculum provides opportunities for inquiry, experimentation and technological design. Teachers, when teaching science, should provide opportunities for students to engage in "hands-on/minds-on" activities that are exemplars of scientific inquiry, experimentation and technological design. (36 Weeks)

#### PHYSICAL EDUCATION/HEALTH

Seventh grade students are introduced to the following Healthful Living strands: mental and emotional health, personal and consumer health, interpersonal communication and relationships, nutrition and physical activity, alcohol, tobacco and other drugs, motor skills, movement concepts, health related fitness and personal/social responsibility. As a part of the Health Education Program (3540), a series of Human Growth and Development classes will be provided to students as part of the Healthy Youth Act. This program is designed to focus on the emotional, social, physical and mental aspects of puberty. This curriculum will be facilitated by using the Making Proud Choices curriculum. (18 Weeks)



## SEVENTH GRADE LEVEL REQUIREMENTS

### ELECTIVE COURSES

#### **STEM/ TECHNOLOGY DESIGN & INNOVATION (Part B-7<sup>th</sup> Grade)**

This middle school course focuses on applying the design process in the invention or innovation of a new product, process, or system. Through engaging module-based activities and hands-on projects in the fields of *Alternative Energy, Biotechnology, Computer Aided Drafting(CAD), Eco Architecture, Electronics, Energy, Engineering Towers, Forensic Science Going Green, Power and Mechanics, Engineering Towers, Forensic Science, Plastic & Polymers, and Robotics*, students focus on understanding how criteria, constraints, and processes affect designs. Emphasis is placed on brainstorming, visualizing, modeling, testing, and refining designs. Students develop skills in researching information, communicating design information, and reporting results. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course may include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. (Individual modules at each middle school may vary- 18 Weeks)

#### **EXPLORING BUSINESS, MARKETING, AND ENTREPRENEURSHIP**

This middle school course is designed to explore the nature of business in an international economy and to study related careers in fields such as entrepreneurship, financial services, information technology, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem solving and thinking skills. This course contributes to the development of a career development plan. English language arts, mathematics, and social studies are reinforced. Work-based learning strategies appropriate for this course may include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. (18 Weeks)

#### **EXPLORING BIOTECHNOLOGY IN HEALTH SCIENCE EDUCATION (7<sup>th</sup> Grade)**

This course represents the blending of two content areas, Agricultural Education and Health Occupations Education, through their shared foundation in biotechnology. This course will utilize Pitsco STEM Educational modules to teach the following concepts: Unit A- Introduction to Biotechnology; Unit B-Biotech Terminology & Math; Unit C-Laboratory Safety and Infection Control; Unit D-Cellular Design and DNA; Unit E-Agricultural Biotechnology; Unit F-Biotechnology in Healthcare; Unit G-Industrial and Environmental Biotechnology; Unit H- Biomedical Research; Unit I- Bioethics; and Unit J-Careers in Biotechnology (18 Weeks)

#### **INTERMEDIATE BAND**

Intermediate Band offers the development and continuation of musical skills achieved at the beginning level. This course will focus on the advancement of playing techniques and musical knowledge appropriate to the level of band literature being performed in this course. The instrumentation is expanded according to student interest and ensemble requirements. Important components of this course will include tone production, music terminology, and continuation of basic instrumental fundamentals, sight-reading skills, musical expression, interpretation, and ensemble performance. (36 Weeks)

#### **CHORUS**

Chorus is open to all students who enjoy singing and musical ensemble performance. The refinement of basic vocal technique, music reading skills, and a positive group experience are important components of this course. Public performance is an integral part of chorus and the choral director schedules numerous group activities for the school, community, and district. In addition, individual performance opportunities are available through All-County and All-State experiences. (18 Weeks)



## SEVENTH GRADE LEVEL REQUIREMENTS

### ELECTIVE COURSES

#### **ART**

Art is designed to offer a wide range of art activities and experiences in the areas of drawing, painting, printmaking, sculpture, and crafts. The teacher exercises judgment in selecting activities best suited for each student and the classroom environment. Emphasis is placed on design, composition, and the development of technique in the various areas. Art history and cultural influences are an integral part of the total course. (18 Weeks)

#### **INTRO TO SPANISH (Part A)**

This course provides an introduction to the most basic functions of the language and elements of the culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing with the given context extending outside the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions).

## EIGHTH GRADE LEVEL REQUIREMENTS

Eighth grade students will take all of the required core courses which are as follows: English Language Arts, Social Studies, Science, Math, Physical Education and Health. Students may select one or two electives, either from the full year course offerings or semester course offering depending on make-up of schedule. Course descriptions are as follows:

### REQUIRED CORE COURSES

#### **\*ENGLISH LANGUAGE ARTS**

In eighth grade, students build on all they have learned in earlier years and begin to study complex psychological, philosophical, and moral themes in literature. Through class discussion, close reading, and writing, and through continued study of etymology, students deepen their understanding of literary works and concepts contained therein. By the end of eighth grade, students should have a rich background in literature and literary nonfiction, with a grasp of the historical context and many nuances of the works they have read. During implementation of the writing component of the curriculum, students use graphic organizers to plan their writing. In their reports, research essays, and oral presentations, students draw on multiple sources, including literary, informational, and multimedia texts. In class discussions and literary responses, they pay close attention to figurative language and its effects. (36 Weeks)

#### **\*ENGLISH I**

This academic course is designed for the student who aspires to post-secondary college or vocational experience.

A survey of literary types, this course focuses on reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at above grade level in communication and thinking skills. All students enrolled in English I are required to take the NC English I Final Exam in addition to the eighth grade End of Grade Reading Test. High school course credit is awarded to students who successfully complete English I in the 8<sup>th</sup> grade. (36 Weeks)

#### **\*\*8th GRADE MATH**

8th grade math will provide students with a deeper understanding of concepts and computational processes in order to facilitate problem solving at a higher level. Major topics include the number system, expressions and equations, functions, geometry, statistics and probability. At this level, inquiry/investigation based learning will be utilized and supported with manipulatives, appropriate technology, and an emphasis on the 8 mathematical practices. (36 Weeks)

#### **\*\*MATH I**

Math I provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data. Students in this course will utilize calculators, manipulatives, and other appropriate technology such as CPMP tools regularly for instruction and assessment. If the student does not meet these criteria, the school's principal may review the student's performance to decide if the course is appropriate for the student. All students enrolled in Math I are required to take the NC Math I End of Course Test in addition to the eighth grade End of Grade Math Test. High school course credit is awarded to students who successfully complete Math I in the 8<sup>th</sup> grade. (36 Weeks)

#### **SCIENCE**

Engaging students in inquiry-based instruction is a critical way of developing conceptual understanding of the science content that is vital for success in the twenty-first century. The process of scientific inquiry, experimentation and technological design should not be taught nor tested in isolation of the core concepts drawn from physical science, earth science and life science. Students will learn ecosystems, molecular biology, evolution and genetics, and Earth's history. A seamless integration of science content, scientific inquiry, experimentation and technological design will reinforce in students the notion that "what" is known is inextricably tied to "how" it is known. A well-planned science curriculum provides opportunities for inquiry, experimentation and technological design. Teachers, when teaching science, should provide opportunities for students to engage in "hands-on/minds-on" activities that are exemplars of scientific inquiry, experimentation and technological design. (36 Weeks)

**\*8<sup>th</sup> grade students will either take 8<sup>th</sup> grade ELA OR English I**  
**\*\*8<sup>th</sup> grade students will either take 8<sup>th</sup> Grade Math OR Math I**



## EIGHTH GRADE LEVEL REQUIREMENTS

### REQUIRED CORE COURSES (Continued)

#### **SOCIAL STUDIES**

Students in eighth grade social studies will examine 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. Students will begin with a review of the major ideas and events preceding the foundation of North Carolina and the United States, with a main focus on critical events, personalities, issues, and developments in the state and nation from the Revolutionary Era to contemporary times. Inherent in this study is an analysis of the relationship of geography, events and people to the political, economic, technological, and cultural developments that shaped our existence in North Carolina and the United States over time. (36 Weeks)

#### **PHYSICAL EDUCATION/HEALTH**

Eighth grade students are introduced to the following physical education strands: mental and emotional health, personal and consumer health, interpersonal communication and relationships, nutrition and physical activity, alcohol, tobacco and other drugs, motor skills, movement concepts, health related fitness and personal/social responsibility. As a part of the Health Education Program (3540), a series of Human Growth and Development classes will be provided to students as part of the Healthy Youth Act. This program is designed to focus on the emotional, social, physical and mental aspects of puberty. This curriculum will be facilitated by using the Making Proud Choices curriculum. (18 Weeks)



## EIGHTH GRADE LEVEL REQUIREMENTS

### ELECTIVE SEMESTER COURSE OFFERINGS

#### EXPLORING CAREER DECISIONS

This middle school course provides an orientation to the world of work. Emphasis is placed on self-awareness, understanding the world of work, and the career planning process. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to, communication, personal management, and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips and job shadowing. Student participation in Career and Technical Student Organization (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. (18 Weeks)

#### STEM/ TECHNOLOGICAL SYSTEMS

This middle school course focuses on students understanding how technological systems work together to solve problems and capture opportunities. As technology becomes more integrated and systems become dependent upon each other, this course gives students a general background on the different types of systems in the fields of *Alternative Energy, Biotechnology, Computer Aided Drafting(CAD), Eco Architecture, Electronics, Energy, Engineering Towers, Forensic Science Going Green, Power and Mechanics, Engineering Towers, Forensic Science, Plastic & Polymers, and Robotics*, with specific concentration on the connections between these systems. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Technology Design and Innovation is recommended as preparation for this course. (Individual modules at each middle school may vary - 18 Weeks)

#### ART

Art is a course designed to offer a wide range of art activities and experiences in the areas of drawing, painting, printmaking, sculpture, and crafts. The teacher exercises judgment in selecting activities best suited for each student and classroom environment. Emphasis is placed on design, composition, and the development of technique in the various areas. Art history and cultural influences are an integral part of the total course. (18 Weeks)

#### CHORUS

Chorus is open to all students who enjoy singing and musical ensemble performance. The refinements of basic vocal techniques, reading skills, and a positive group experience are important components of this course. Musical fundamentals and skills such as notational literacy, pitch, expression, interpretation, sight-singing, style, history, and cultural awareness are studied. Public performance is an integral part of chorus and the choral director schedules numerous group activities for the school, community, and district. In addition, individual performance opportunities are available through All-County and All-State experiences. (18 Weeks)

#### ADVANCED BAND

Advanced Band offers the development and continuation of musical skills achieved at the intermediate level. This course will focus on the advancement of playing techniques and musical knowledge appropriate to the level of band literature being performed in this course. The instrumentation is expanded according to student interest and ensemble requirements. Important components of this course will include tone production, music terminology, and continuation of basic instrumental fundamentals, sight-reading skills, musical expression, interpretation, basic instrumental fundamentals, sight-reading skills, musical expression, interpretation, and ensemble performance. (36 Weeks)

## EIGHTH GRADE LEVEL REQUIREMENTS

### ELECTIVE SEMESTER COURSE OFFERINGS (Continued)

#### EXPLORING BIOTECHNOLOGY IN HEALTH SCIENCE EDUCATION (8<sup>th</sup> Grade)

This course represents the blending of two content areas, Agricultural Education and Health Occupations Education, through their shared foundation in biotechnology. This course will utilize Pitsco STEM Educational modules to teach the following concepts: Unit A- Introduction to Biotechnology; Unit B-Biotech Terminology & Math; Unit C-Laboratory Safety and Infection Control; Unit D-Cellular Design and DNA; Unit E-Agricultural Biotechnology; Unit F-Biotechnology in Healthcare; Unit G-Industrial and Environmental Biotechnology; Unit H- Biomedical Research; Unit I- Bioethics; and Unit J-Careers in Biotechnology (18 Weeks)



# ACADEMICALLY AND INTELLECTUALLY GIFTED and ADVANCED STUDENTS

## GENERAL INFORMATION

### AIG CLUSTER READING/COMMUNICATION SKILLS

#### CLASSES – Sixth and Seventh

These classes are designed for the academically gifted in reading/language arts. If enrollment allows, other students who score at or above the 85th percentile on the End of Grade Test in reading or other recent standardized reading achievement test(s) may be considered if they maintain a minimum grade of B in Cluster Reading/Language Arts classes and need advanced reading and writing curriculum. Students in

these classes are expected to complete research assignments, extended reading assignments with products, advanced vocabulary activities, various essays developing thesis statements, or to participate in the Junior Great Books Reading Program. If the student does not meet these criteria, the school's Needs Determination Team may review the student's performance to decide if the course is appropriate for the student.



#### English I Class—Eighth Grade

This course is offered for academically gifted or advanced students in reading. If enrollment allows, other students who have scored at or above the 85<sup>th</sup> percentile on the seventh grade End of Grade Reading Test may be considered if they maintained a minimum B average in 7<sup>th</sup> Grade ELA and have been recommended by the ELA teacher. In English I, students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. A student in English I is expected to function above grade level in communication and thinking skills.

#### AIG CLUSTER MATH CLASS - Sixth Grade

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

#### PRE-ALGEBRA CLASS - Seventh Grade

This class is designed for the academically gifted or advanced in math. If enrollment allows, other students who score at or above the 85<sup>th</sup> percentile on the sixth grade End of Grade Test in math or other standardized math test(s) may be considered if they maintain a minimum grade of B in a sixth grade AIG Cluster Math (doesn't have to be 6<sup>th</sup> grade cluster) class and are recommended by the teacher. The course introduces students to algebraic concepts while maintaining basic mathematics skills. The concepts studied in this course will prepare students for the future study of Algebra I. Additional topics include eighth grade content standards such as modeling bivariate data with linear equations, functions and problem solving. The student is also expected to participate in math enrichment activities. If the student does not meet these criteria, the school's principal may review the student's performance to decide if the course is appropriate for the student.

#### MATH I CLASS - Eighth Grade

This course is offered for academically gifted or advanced students in math. If enrollment allows, other students who have scored at or above the 85<sup>th</sup> percentile on the seventh grade End of Grade Math Test may be considered if they maintained a minimum B average in Pre-Algebra and have been recommended by the math teacher. Students who have an EVAAS predictor score of 80% may be considered if they maintain a minimum of B average in Pre-Algebra and are recommended by the math teacher. Students wishing to take the course who do not meet these criteria must score 85th percentile on an Algebra readiness test before being accepted into the course. In addition, a Bridge to Algebra course will be offered over the summer for students who were not enrolled in Pre-Algebra as a seventh grade student, but wish to move on to Algebra I as an eighth grade student.

## MIDDLE SCHOOL EXCEPTIONAL CHILDREN SCHEDULING

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

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



## ACADEMIC INTERVENTION

*From Scotland County Schools Board of Education policy 3405*

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

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

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

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

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

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

### **Progression Standards (Policy 3420)**

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

### **Scotland County Schools Student Accountability and Promotion Standards (Policy 3420)**

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

The superintendent shall develop procedures addressing personalized education plans.

### **Grades 6-8 Local Promotion Standards (Policy 3420)**

Students in grade 6-8 must earn a 70 or higher in English Language Arts, Math, Social Studies and Science. Additionally, students must earn a passing grade of 70 or higher in one of the following: Health/P.E., CTE, Cultural Arts, Foreign Language, or any approved elective. Final promotion decision shall be based on mastery of grade-level skills as measured by teacher assessments, North Carolina End of Grade Tests, and other local and state recommended assessment.

### **Appeals of Promotion Decisions To The Superintendent (Policy 3420)**

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

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

The superintendent's findings must be in writing and must be provided to the parents.

### **To The Board of Education (Policy 3420)**

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in the Student and Parent Grievance Procedure policy.

## **Promotion Standards for Students with Disabilities (Policy 3420)**

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

**Scotland County Schools  
Promotion and Retention Appeals Form**

Student's Name: \_\_\_\_\_

Submitted by: \_\_\_\_\_

Daytime Phone Number: \_\_\_\_\_

I hereby appeal the Principal's decision regarding the  promotion  retention of this student.

Please provide a detailed explanation of your appeal :( attach extra pages if necessary)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I understand that the Superintendent or Designee will consider the Principal's decision to determine whether the teacher's promotion/retention decision should have been overruled.

I understand that the Principal and other parties involved in the appeal to the Principal will have the opportunity to respond to this appeal orally or in writing.

I understand that the Superintendent's or Designee decision will be final.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SCOTLAND COUNTY SCHOOLS**

Laurinburg, North Carolina

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*It is the policy of Scotland County Schools not to discriminate on the basis of race, sex, or handicap in its educational programs, activities, or employment policies as required by Title IX of the 1972 Educational Amendments. All courses are open to students regardless of race, sex, color, national origin, creed, disadvantaging, or handicapping condition. Discrimination inquiries regarding compliance with the Title IX of the 1972 Educational amendments or Section 504 of the Rehabilitation Act of 1973, should be directed to the office of Public Affairs, Scotland County Schools*