Durham Public Schools
Middle School Course Guide

BUILDING OUR FUTURE

2025-2026

www.dpsnc.net

A Message from the Superintendent

Dear DPS Middle School Students and Families:

Now that you've been promoted to middle school, we want to welcome you to a world of choices! We're pleased to present a course guide designed just for you. In it you will find information about the many classes and programs you can take that will help you grow and prepare for sixth, seventh, and eighth grade, high school, and your future beyond graduation.

Middle school is a time of wonderment, and your wonders are welcome. We encourage you to explore, ask questions, dream, and plan to make those dreams come true. This guide will give you the information needed to take full advantage of middle school and all that it has to offer. We look forward to your success!

Sincerely,

Dr. Anthony S. Lewis
Superintendent

Dr. Nicholas King
Deputy Superintendent for Academic Services

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Directory of Middle Schools

Traditional Middle Schools

Brogden Middle School
1001 Leon Street, Durham, NC 27704
Phone: (919) 560-3906
Principal: Anthony White

Carrington Middle School
227 Milton Road, Durham, NC 27712
Phone: (919) 560-3916
Principal: Holly Emanuel

Lucas Middle School
923 Snow Hill Road, Durham, NC 27712
Phone: (919) 560-3843
Principal: Dr. Sarah Sanchez

Githens Middle School
4800 Old Chapel Hill Road, Durham, NC 27707
Phone: (919) 560-3966
Principal: Dr. Sheldon Lanier

Magnet and Specialty Middle Schools

Durham School of the Arts (6-12)
400 N. Duke St, Durham, NC 27701
Phone: 919-560-3926
Principal: Dr. Jackie Tobias

Rogers-Herr Year Round
911 Cornwallis Road, Durham NC 27707
Phone: 919-560-3970
Principal: Dr. Kecia Rogers

Ignite Online Academy (K-12)
2107 Hillandale Rd, Durham, NC 27705
Phone: 919-972-4400
Principal: Crystal Medlin

Lakewood Montessori
2119 Chapel Hill Road, Durham, NC 27707
Phone: 919-560-2894
Principal: Donald Jones

Lakeview School (6-12)
3507 Dearborn Drive, Durham, NC 27704
Phone: 919-560-2520 Fax: 919-560-2446
Principal: Dr. Theresa McGowan

Shepard International Baccalaureate (MYP)
2401 Dakota Street, Durham NC 27707
Phone: 919-560-3938
Principal: Claude Archer

The School for Creative Studies (6-12)
5001 Red Mill Road, Durham, NC 27704
Phone: 919-560-3535 Fax: 919-477-9189
Principal: Chaundra Clay

Lowe's Grove – STEM School of Technology
4418 South Alston Avenue, Durham NC 27713
Phone: 919-560-3946
Principal: Jessica Austin

Neal – STEM Academy of Engineering & Design
201 Baptist Road, Durham NC 27704
Phone: 919- 560-3955
Principal: Terrance Covington

Hospital School
Duke University Medical Center
Box 3039 Duke South, Durham, NC 27710
Phone: 919-684-5684 Fax: 919-684-5319
Principal: Michael Somers

Magnet Programs

Dr. Julie Pack, Executive Director of CTE and Magnet Programs
Julie_pack@dpsnc.net | 919-560-2000 x 22747

Durham Public Schools offers a variety of innovative magnet programs and other options for students. To attend one of these programs, students must apply for entry. For information about the application process, call the Office of Student Assignment at (919) 560- 2000 x21029 or visit www.magnet.dpsnc.net.

Durham School of the Arts | Grades 6-12, www.dsa.dpsnc.net
The mission of Durham School of the Arts is to help students from diverse backgrounds fully realize their individual academic and creative capacities through a rigorous educational program, emphasizing visual and performing arts. Durham School of the Arts offers beginning through advanced arts courses in band, chorus, piano, strings, guitar, art, sculpture, photography, dance, theater, commercial and artistic technologies, film, and creative writing. Upon entering high school, all students select two or more of the eleven arts concentration areas to focus on for their four years of high school.

Ignite! Online Academy | Grades K-12, https://www.dpsnc.net/ignite-academy
Ignite! Online Academy is a K-12 online school that utilizes a blend of synchronous (live zoom classes) and asynchronous learning (navigating through our platforms to complete coursework) along with opportunities for in-person support and socialization. Ignite! students experience personalized, differentiated learning design to meet their individual needs while being supported with technology that develops their digital competencies and prepares them to be leaders in the twenty-first century world.

Lakewood Montessori | Grades 6-8, www.montessorimiddle.dpsnc.net
The Montessori Middle School program focuses on community building and student leadership. The Montessori method of instruction is an internationally recognized instructional program. The instruction at Lakewood Montessori is centered on three pillars: academics, community, and self.

Lowe's Grove | Grades 6-8, www.lowesgrove.dpsnc.net
The magnet program at Lowe's Grove provides opportunities for all students to experience highly engaging coursework in Science, Technology, Engineering, and Mathematics (STEM). A special emphasis is placed on the infusion of multiple technology tools and experiences. This includes 1:1 iPads and classes within the two STEM strands: Biotechnology & Agricultural Science and Business & Entrepreneurship.

Neal | Grades 6-8, www.neal.dpsnc.net
The magnet program at Neal provides opportunities for all students to experience highly engaging coursework in Science, Technology, Engineering, and Mathematics (STEM) with a special emphasis on Engineering and Design. Multiple coursework opportunities in STEM focus areas such as Project Lead the Way elective courses.

Rogers-Herr | Grades 6-8, www.rogersherr.dpsnc.net
Operates on a year-round calendar with three-week breaks between each nine week instructional period, and a five week break during summer.

Shepard International Baccalaureate | Grades 6-8, www.dpsnc.net/domain/46
The International Baccalaureate (IB) Middle Years Programme (MYP) is a high quality program of international coursework developed and authorized by world renowned International Baccalaureate Organization (IBO). The IB Programme is designed to help develop the intellectual, personal, emotional, and social skills to live, learn and work in a rapidly globalizing world.

The School for Creative Studies | Grades 6-12, www.scs.dpsnc.net
The School for Creative Studies is a small secondary school that operates on a year-round calendar and prepares students for the growing Creative Economy. The jobs that make up the creative economy demand people who are equipped with creative skill sets and who work comfortably and productively in collaborative environments. Instruction at the school is facilitated to develop creativity, divergent thinking, communication skills, and bring relevance to the curriculum. Students will customize their curriculum through specialized coursework, internships, and partnerships in a variety of areas such as Media Arts, Graphic Design, Architectural Design, Broadcasting, Film and Documentary Production, Communication Arts and Entrepreneurship.

Middle School Overview

The Middle School experience offers students opportunities to gain experience and grow in a safe, nurturing environment. Throughout their three years in middle school, students need support, encouragement, guidance, and inspiration as they leave childhood and start down the path of becoming ready for life in the 21st Century.

The school day is organized around academic teams. Academic teams are responsible for teaching the core subjects: Language Arts, Mathematics, Social Studies, and Science. Team members work collaboratively to meet the needs of every student by providing opportunities for enrichment, advanced work, and academic support. But the teams' responsibilities do not end with academic achievement. Teams are also responsible for helping students take on greater levels of personal responsibility each year. Examples include managing their time, completing their classwork and homework, developing independence, and setting personal goals.

Role of Parents / Guardians

Families are essential. It is important for parents and guardians to stay involved by communicating with teachers, attending parent conferences, and regularly reviewing homework assignments, tests, quizzes, progress reports and report cards. All these things and more provide the support students need to maintain their commitment to and passion for learning during their early adolescent years…years of major intellectual, social, and physical growth.

When families and schools believe, students achieve. Students need to hear the same critical message from home and school: Education is the key to future success. Middle school is the ideal time to repeatedly revisit and re-establish the importance of high academic expectations for your child and develop effective routines for home study. Help your child maximize academic success in middle school and beyond by:

Finding the right place & time to study at home

- Identify a place in your home where your child can do homework and study away from the TV, phone, and other distractions.
- Prioritize homework and home study
- Help your child set and adhere to a consistent schedule for homework and home study.

Helping your child stay organized

- Help your child organize his/her book bag and notebooks. Some children misplace their homework assignments and therefore cannot hand them in for credit or correction.
- Check your child's homework assignment notebook. Make sure homework assignments are written down. Check with the teacher if your child constantly says, "We don't have any homework." Some teachers provide homework details on Web pages.
- Make sure you know when major tests will be given and help your child to prepare. The "night before" is not a suitable time to begin studying. It is an ideal time for reviewing information and concepts that your child has already learned and practiced.

Helping your child if they feel overwhelmed

- If your child feels overwhelmed by an assignment or by homework in general, help him or her to set smaller goals. For example:
    - Complete assignments that seem easier first.
    - Divide study time into smaller chunks (15-30 minutes) followed by a short break or snack.
    - Do as much as possible on a hard assignment rather than giving up.
    - Write down specific questions to ask the teacher.
- Encourage your child to identify "study buddies" who are a positive influence.
- Insist that your child attends after school or Saturday tutoring if he or she is having trouble with course work.

Keeping an optimistic outlook

- Praise is important. Make sure your child knows that accomplishments at each step of the way are noticed and appreciated. Experiencing success is the best way to ensure future success.
- Get to know your child's teachers and review progress reports and report cards.
- You and your child's teacher are a team. You know your child's needs, personality, and history best. Your child's teacher is a trained observer of academic skills and learning styles. When parents/guardians and teachers share relevant information and plan together, children benefit from more focused attention to their needs.
- Ask questions and/or request a teacher conference if you feel your child needs additional support. Do not wait for a problem or a low grade; maintain consistent communication with your child's teacher.

Monitor your child's academic progress

- Use the PowerSchool Parent Portal to keep track of your child's grades and attendance.
- Help your child learn to monitor PowerSchool to check for missing and late assignments.
- Schedule a conference early in the semester even if your student is doing well.

Grade Level Overviews

6th Grade

A New Learning Environment

Sixth-grade students will experience a new and different learning environment in middle school. Instead of one teacher, students will learn their core subjects from a team of teachers. School is structured into periods, and students will walk to different classrooms for different subjects. During the first few weeks of middle school, teachers will discuss expectations for schoolwork, appropriate behavior, and the daily schedule. They also will ensure that students have opportunities to get to know each other and make new friends.

Greater Personal Responsibility

As students move from sixth through eighth grade and beyond, they will need to develop increasing levels of personal responsibility and independence in these areas:

- Organization and time management
- Respect for authority, peers, property, and themselves
- Good judgment in understanding the consequences of their decisions and actions
- Integrity to act in a just and trustworthy manner on their own
- Determination to succeed and overcome obstacles
- Kindness and compassion toward others

7th Grade

A Year of Transition

Seventh-grade students already have learned the routines and rules of middle school. Seventh grade is a critical time for developing academic skills and for making the transition from concrete thinking to abstract thinking. Increasingly, teachers will give assignments that require students to make choices, apply their knowledge to new situations, analyze information and draw their own conclusions. These thinking skills will prepare students for success in high school.

Identifying special interests and developing skills

By seventh-grade, students are identifying their talents and interests. Middle school years are a wonderful time to develop those talents and interests by selecting more focused discovery classes. In high school and later in college, students will choose the kinds of careers, hobbies and lifestyles that will make them happy, productive adults. Middle school plays a vital role in helping students learn to advocate for themselves and make wise choices. It is part of a lifelong process of setting and working toward personal goals.

8th Grade

A Year to Prepare for High School

Eighth-grade students are looking ahead to the challenges of high school. To prepare for high school, teachers will expect students to take more responsibility for participating positively in class, asking questions, completing homework, and studying on their own. Teachers also will expect students to demonstrate greater independence through organization and time management. They will support students in developing constructive peer relationships and discuss how students can best resist negative peer pressure and seek out positive influences.

District Policies

Testing Requirements

End-of-Grade (EOG)

Students in 6th, 7th, and 8th grades will take the state mandated EOG tests in reading and math and 8th grade science. These tests assess a student's mastery of the subject content. A score of I or II indicates a student's skills are below grade level. For Mathematics, a score of "NP" indicates a student's skills are below grade level. A score of III, IV, or V indicates that a student is performing at grade level or above.

End-of-Course (EOC) and other High School Classes

Students taking high school courses with state mandated EOC tests must take the test. These tests assess a student's mastery of course content. These tests will count as 20% of their final grade in the course.

Promotion Standards

In middle school, students should earn passing grades and demonstrate proficiency in reading and math.

House Bill 259 mandates that all students complete a Career Development Plan (CDP). Students must start their CDP before they can be promoted to the ninth grade. An overview of the Durham Public Schools Career Development Plan can be found at https://bit.ly/4dJYUlp.

North Carolina law mandates that the final decision for promotion lies with the principal.

Grading Scale and Weights

Beginning with the 2015-2016 school year, the North Carolina State Board of Education required all school districts to implement a new grading scale. This scale applies to middle schools and high schools and changes the way letter grades are assigned. Students can expect to participate in a variety of different learning activities. Final grades will be based on the average of all classwork, homework, tests/quizzes/assessments, and projects done throughout the course. Each one of these learning activities may be weighed differently but will come together to create the final grade.

	Course Average
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	Less than 60%

Grade Replacement

In 2021, the DPS School Board amended policy 4320 to allow students to retake high school courses for the opportunity to earn a higher grade. Any high school credit course that a student takes in middle school is eligible for grade replacement. Students are allowed to retake any course that is on the high school transcript for which they earn a “C” (79) and below. Students must retake the exact same course to qualify. The grade will only be replaced if the second attempt is higher than the original grade. See your school counselor or administrator for more information.

District Services

Academically and/or Intellectually Gifted (AIG) Services

The 2022-2025 DPS AIG Plan uses multiple criteria to identify students with advanced learning needs -and to construct learning environments and strategies that appropriately address those needs.

While AIG Specialists use ongoing assessment data to monitor student performance, students can be referred for AIG services by an educator, teacher, parent/guardian, community member, peer, or self.

A school-based AIG committee reviews each student’s data to determine if the student qualifies for AIG services, then develops a Differentiated Education Plan (DEP) for each identified student. The plan details the most appropriate learning environment for the identified student as well as necessary content modifications and enrichment opportunities.

Exceptional Children’s Services

Students with disabilities who qualify for special education services will have an Individual Education Program (IEP) developed in cooperation with the school team, parents/guardians, and other identified members of the IEP team. The IEP provides the outline of specialized instruction that enables students to maximize academic achievement in the least restrictive environment alongside their non-disabled peers. To receive special education services, schools use federal and state guidelines to identify specific needs that adversely impact academic performance and require specially designed instruction. Each school provides unique opportunities to meet the varying needs of students with IEPs.

English Learners Services

Durham Public Schools may place students whose primary/home language is a language other than English in a support program designed for identified English Learners. The placement is determined by needs as determined by the state-mandated language proficiency test in the areas of Reading, Writing, Listening and Speaking. English Learners may take Sheltered Language Arts classes which are aligned to English Language Arts Standards. Students are assessed for services per state and federal requirements. Some students will take Academic Literacy electives which focus on closing gaps in the English language skills specific to the students' needs.

"Sheltered" English Language Arts counts as the students' ELA credit during the time a student is assigned to the sheltered class. The coursework is aligned to the state English Language Arts standards. (See ELA information on pages 9 and 10 for more information)

Multilingual Resource Center

The Multilingual Resource Center (MRC) is a bridge between schools and families. The Multilingual Resource Center is responsible for interpretation and translation services, family support and engagement, and community outreach. The MRC is located at 2107 Hillandale Road, Durham, NC 27705. Send an email to Multilingual.ResourceCenter@dpsnc.net or call the Multilingual Resource Center at (919) 560-2510.

High School Courses in Middle School

The State Board of Education recently changed its policy to increase rigor by offering more options for middle school students to take select high school courses while still in middle school and receive credit.

Some of the advantages of taking these courses before reaching high school include:

- The opportunity to earn high school credits toward graduation;
- The ability to have more time to take Advanced Placement courses;
- Opportunities to take online courses through the NC Virtual Public School or other approved online providers; and
- The opportunity to take dual enrollment in courses at a local college or university and graduate early.

DPS recommends that middle school students who take high school courses meet the following standards:

- Have demonstrated mastery in all academic subjects;
- Have demonstrated ability to manage complex assignments independently;
- Have strong personal motivation to excel academically;
- Have post-secondary goals that require taking high school courses early

Expectations for Students taking High School Courses in Middle School

- High school courses will adhere to state mandated curricula and Durham Public Schools' pacing guides.
- Students must take Durham Public Schools' common district assessments.
- Students must take state mandated End-of-Course (EOC) tests which are 20% of the final grade.
- Most colleges will expect students to continue taking advanced academics in their senior year even though they have already earned the required number of credits.

Things you should know about taking high school courses in middle school

- During the registration process, students may be matched with course selections. Parents will have the opportunity to opt out of the recommended courses.
- The grades a student earns for high school courses taken in middle school will not be counted as part of his/her high school Grade Point Average (GPA). Only courses a student takes while enrolled in high school will be used to determine his/her GPA.
- Grades a student earns in high school courses taken in middle school will appear on his/her transcript.
- NC Legislation G.S. 115C-81.36 directs that any student who scored at the highest level (Score of 5) on the end-of-grade or end-of-course test for the mathematics course in which the student was most recently enrolled shall be enrolled in the advanced course for the next mathematics course in which the student is enrolled.

Additional requirements for specific high school courses in middle school include:

- MATH I
- Students must meet at least one of the DPS mathematics placement pathways.
- French or Spanish I
- Most schools offer Part 1 in 7th grade, Part 2 in 8th grade
- Mandarin I (Shepard IB only)
- Latin 1 (Lakewood Montessori only)

Speak with your student's school counselor if you believe they are ready for high school courses.

High School Graduation Requirements

All students must fulfill the course unit requirements of the Future-Ready Core Course of Study unless they are approved for the Future-Ready Occupational Course of Study. A listing of the requirements for the Future-Ready Core Course of Study is available in the Student Services office of each middle and high school and posted on the school system website. Future-Ready Core students who entered high school prior to 2022 must earn a total of 26 units to graduate. At Durham School of the Arts and The School for Creative Studies, students must earn a total of 24 units.

Accelerated Pathway for Early Graduation: Students who enter high school after 2023 and beyond may elect to pursue the accelerated pathway to early graduation in three years. Students choosing to be part of an accelerated pathway must have an accelerated learning plan that both the student and parent/guardian will agree to before Grade 9. Students may withdraw from this pathway prior to completion with written communication to the school (principal and school counselor) from the parent and student. Students who attend City of Medicine Academy, Durham School of Technology, JD Clement Early College, and Middle College High School will not have the option to be on an accelerated path for graduation in three years, as the goal of these schools is to obtain a college certificate/credential/degree in addition to a high school diploma in four or five years. Students must also meet the other requirements for high school graduation as outlined in State Board of Education policy GRAD-009, including arts content and CPR. Click here to see the recommended course progression.

eLearning Opportunities (Online Courses)

Online courses provide students with the opportunity for:

- Flexible scheduling
- Individualized pacing
- Earn high school credit
- Enroll in courses not offered in your high school

Durham Public Schools partners with North Carolina Virtual (NCV), Edmentum's EdOptions Academy, and North Carolina School of Science and Mathematics (NCSSM) to provide eLearning opportunities. DPS also offers courses through Ignite Next, an extension program of Ignite! Online Academy. Course offerings through Ignite! Next vary each semester and are based on high needs across the district.

Based on DPS Policy 3102, Online Instruction (e-Learning), enrollment in these courses requires the approval of the school principal, the school counselor, and the student's legal guardian.
Please contact your school counselor for more information and registration guidance. Students and families should read and discuss the DPS eLearning Handbook prior to beginning an online course.

Students may need their own dedicated computer with internet connectivity at home. Students who do not have a computer at home should contact their school counselor, Triangle Ecycling, or Kramden. For hotspots, talk to your school's Tech Champion to put in a DPS IT Help Desk ticket.

Co-located Mental Health Services

If your student starts to struggle emotionally or academically, suggest that they schedule a meeting with their school counselor. If they continue to experience difficulties, Consider asking for a co-located mental health services referral. Co-located mental health services provides supports to students within the school building during the school day by partnering with local mental health agencies. Contact the school social counselor or school social worker to sign consent forms to access services.

Social Emotional Learning

Every DPS student will have access to regular lessons to enhance their social emotional learning. Social-emotional learning (SEL) refers to the process through which individuals acquire and apply the knowledge, skills, and attitudes necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is an integral part of personal development and education, aiming to foster the emotional intelligence and social competence of individuals. Key components of social-emotional learning include:

- Self-Awareness: Recognizing and understanding one's own emotions, thoughts, and values.
- Self-Management: Developing the ability to regulate and control one's emotions, behaviors, and impulses.
- Social Awareness: Being attuned to the emotions and perspectives of others, fostering empathy, and understanding.
- Relationship Skills: Building and maintaining healthy relationships, including effective communication, cooperation, and conflict resolution.
- Responsible Decision-Making: Developing the ability to make constructive choices by considering ethical standards, safety concerns, and the well-being of oneself and others.

Middle School Core Academic Programs

English Language Arts

The Middle School English Language Arts curriculum follows the North Carolina Standard Course of Study which emphasizes the seamless integration of reading, writing, speaking and listening, and language in both literary and informational texts. The Middle School English Language Arts curriculum in grades 6-8 builds in increasing complexity upon the following Anchor Standards for Reading, Writing, Speaking and Listening, and Language:

Reading

- Cite textual evidence and make logical inferences.
- Determine central ideas or themes and analyze their development.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases used in texts and analyze word choice.
- Analyze the structure of texts.
- Assess how point of view or purpose shapes the content.
- Integrate and evaluate content presented in diverse formats.
- Delineate and evaluate the argument and specific claims in a text.
- Analyze how two or more texts address similar themes or topics.
- Read and comprehend complex literary and informational texts independently and proficiently.

Writing

- Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to convey complex ideas and information.
- Write narratives to develop real or imagined experiences or events.
- Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.
- Develop writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the internet to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions.
- Gather relevant information from multiple print and digital sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over both extended and shorter periods for a range of tasks, purposes, and audiences.

Speaking and Listening

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning.
- Make strategic use of digital media and visual displays of data to express information.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Language

- Demonstrate command of the conventions of standard English grammar and usage.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Mathematics

Students develop skills in key areas including ratios and proportional relationships, extending the number system, geometry, statistics, probability, expressions and equations, and functions. In addition to learning new concepts and skills, students will solve challenging problems by applying the concepts they have learned and by using technology, including calculators, to facilitate meaningful problem-solving. With the implementation of the new North Carolina Standard Course of Study in the 2018-2019 school year, middle school

learners can anticipate a rigorous curriculum that will adequately prepare them for further study in high school and beyond as they pursue college and various career options. Students can also expect a deliberate focus on the eight mathematical practices to facilitate their learning of this rigorous content.

Advanced Courses in Mathematics Legislation; NCGS § 115C-81.36

North Carolina G.S. 115C-81.36 directs that all local education agencies provide:

- Advanced math services for any student in grades 3 – 5 who scored at the highest level (Score of 5) on the end-of-grade test in mathematics.
- Any student scoring at the highest level (Score of 5) on the end-of-grade or end-of-course test for the mathematics course in which the student was most recently enrolled shall be enrolled in the advanced course for the next mathematics course in which the student is enrolled.

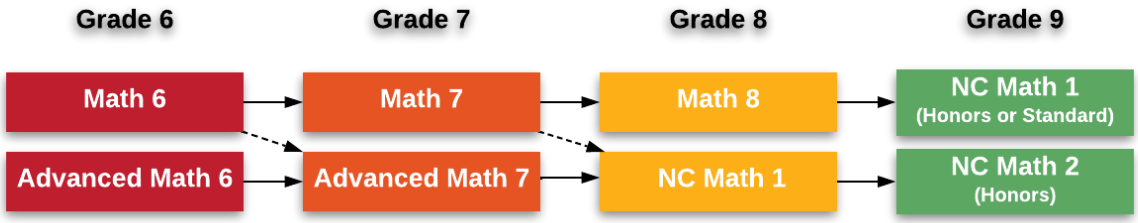
The legislation also stipulates that "No student who qualifies under this subsection shall be removed from the advanced or high school mathematics course in which the student is enrolled unless a parent or guardian of the student provides written consent for the student to be excluded or removed from that course after being adequately informed that the student's placement was determined by the student's achievement on the previous end-of-grade or end-of-course test. " (G.S. 115C-81.36 (b))."

1. **Make sense of problems and persevere in solving them.**
2. **Reason abstractly and quantitatively.**
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. **Use appropriate tools strategically.**
6. **Attend to precision.**
7. **Look for and make use of structure.**
8. **Look for and express regularity in repeated reasoning.**

8 Mathematical Practices

These mathematical practices are applied throughout each course, and with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Based on their achievement, grades, and teacher input, students will follow one of the mathematics sequences listed below.



Some students with evidence of exceptionally high math achievement, on **a case-by-case basis:**

Additional details and information regarding the DPS Mathematics Service Match process can be found in the Parent Guide to Equitable Course Selection.

Course Descriptions

Sixth (6th) Grade Math Courses

Math 6 (20062)

Grade 6 NC Mathematics Standards

The Math 6 curriculum focuses on these critical areas:

- understand ratio concepts and use ratio reasoning to solve problems.
- completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers.
- writing, interpreting, and using expressions and equations.
- developing understanding of statistical thinking.

Compacted Grade 6 Mathematics Standards PLUS Select Grade 7 NC Standards

Advanced Math 6 **(20092)**	The Math 6 Plus curriculum adds seventh grade topics and concepts in an effort to provide an enhanced and compacted study of mathematics for students who demonstrate an aptitude and a need for deeper study of the mathematical concepts.

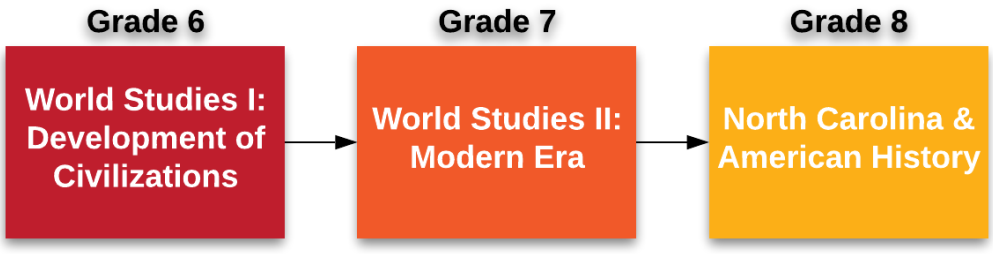
Seventh (7th) Grade Math Courses

Math 7 (20072)	**Grade 7 NC Mathematics Standards** The Math 7 mathematics curriculum focuses on four critical areas: ● developing an understanding of and applying proportional relationships. ● developing an understanding of operations with rational numbers and working with expressions and linear equations. ● solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. ● drawing inferences about populations based on samples.
Advanced Math 7 **(20122)**	**Compacted Grade 7 Mathematics Standards PLUS Select Grade 8 NC Standards** The Math 7 Plus curriculum adds eighth grade topics and concepts in an effort to provide an enhanced and compacted study of mathematics for students who demonstrate an aptitude and a need for deeper study of the mathematical concepts.

Eighth (8th) Grade Math Courses

Math 8 (20082)	**Grade 8 NC Mathematics Standards** The Math 8 curriculum focuses on three critical areas: ● formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations. ● grasping the concept of a function and using functions to describe quantitative relationships. ● analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.
NC Math 1* (21092)	**NC Math 1 Standard Course of Study** The NC Math 1 curriculum is designed to formalize and extend the mathematics learned in the middle grades. The topics studied seek to deepen and extend the understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. NC Math 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Culminating units of study tie together the algebraic and geometric ideas studied and also provide students opportunities to have experiences with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between two quantities. They further use graphical representations and knowledge of the context to make judgments about the appropriateness of the linear models. Eighth (8th) grade students enrolled in NC Math 1 will take the NC Math 1 End-of-Course (EOC) Exam, but not the 8th Grade Math End-of-Grade (EOG) Exam The student score, percentile rank, and achievement level will appear/carry over to the student's high school transcript for the NC Math 1 EOC. However, the student's grade in this course will not be calculated in the high school GPA.

Social Studies



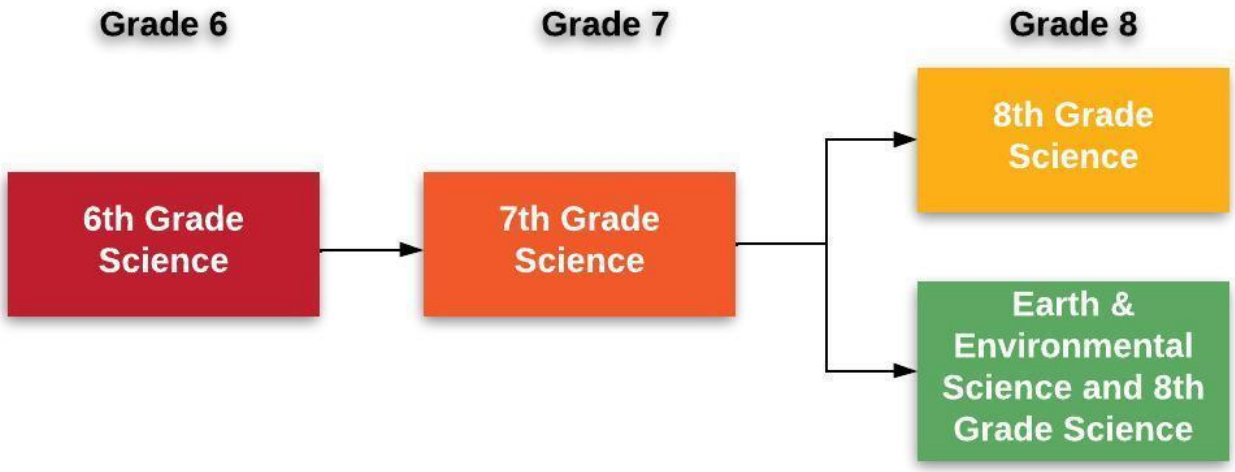
The social studies curriculum is organized around six strands: history, geography and environmental literacy, economics and financial literacy, civics and governance, behavioral science, and inquiry. There is an emphasis on mastery of skills as well as on mastery of knowledge and understanding of the world in which we live.

Sixth grade 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. A conscious effort should be made to include 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.

In the seventh grade, students 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.

In the eighth grade, students 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, events, and cultures preceding the foundation of North Carolina and the United States. The main focus of the course will be how students use inquiry to examine critical events, people, issues, and developments in the state and nation from the Colonial Era to contemporary times. Students will understand 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.

Science



Middle school science integrates topics from the earth sciences, physical sciences, and life sciences each year. The middle school science curriculum focuses on the North Carolina Essential Standards for Science, revised in 2009. Students examine “what” is known about the world around them, as well as “how” it has come to be known.

All middle school science courses provide opportunities for scientific inquiry, exploration, observation, and investigation. The sixth grade science content includes: solar system, physical properties of matter, thermal energy, waves, light, sound, lithosphere, and plants. The seventh grade science content includes: atmosphere and weather, cellular biology, human body systems, genetics, forces and motion, and energy. The eighth grade science content includes: chemical properties of matter, pathogens and disease, evolution, hydrosphere, energy resources, and ecosystems.

An advanced option for receiving credit for Earth & Environmental Science in eighth grade is available at certain schools in the 2024-25 school year.

Middle School Elective Programs

Each middle school offers a different selection of elective courses from the categories listed below. Your child’s school will give you a complete list of elective options for students at every grade level.

Arts Education

In today's globally competitive world, innovative thinking and creativity are essential for all schoolchildren. Our three-pronged **Comprehensive Arts Education (CAE)** approach to Arts Education helps students develop these skills as well as effectively engage, retain, and prepare them for graduation and success in tomorrow's global economy.

Most traditional middle schools offer a selection of visual and performing arts electives in Music (Band and Chorus), Dance, Visual Arts, and Theatre Arts. Additional classes may be available in specific disciplines and vary by site for example many schools will offer orchestra, band, media Arts, etc.

Career and Technical Education (CTE)

CTE courses bring relevance to a student's education. There are six program areas a student can explore; Agriculture, Business, Finance and Marketing, Career Development, Computer Science and Information Technology, Health Science and Technology Engineering and Design. A student can specialize in a certain area by taking courses within an area each of the three years or they can mix and match courses to broaden their knowledge in a variety of areas.

College and Career Readiness Available Through CTE

During middle school students set goals for their future, explore careers, and create a timeline to achieve goals. This multi-year process intentionally guides students and families in the exploration of career, academic, and postsecondary opportunities. With the support of Xello and Durham Public Schools' talented educators and staff, students develop the awareness, knowledge, attitudes, and skills to create their own meaningful post-secondary pathways that can lead to the workforce or college.

Based on academic and user research, Xello's award-winning program puts the student at the center of their planning experience. They build personalized plans for the future, and the skills and knowledge to persist. Learn more about college and career readiness: Xello

The NC CTE Course Management System (CMS)

The NC Career and Technical Education (CTE) Course Management System (CMS) is a public site that provides access to course standards and other information such as course descriptions, career pathways, aligned industry credentials, work-based learning opportunities, aligned essential employability skills, and Career and Technical Student Organizations (CTSOs).

Agriculture Education Courses

Agricultural education provides systematic instruction to students in the areas of agriculture, food, and natural resources. Through these subjects, agricultural educators teach students a wide variety of skills, including science, math, communications, leadership, management, and technology. Agricultural education prepares students for successful careers and a lifetime of informed choices in global agriculture, food, fiber, and natural resources systems.

Agricultural and Environmental Biotechnology (AY12) | *Prerequisite – None*
In this course students engage in hands-on activities to analyze the science of plants, food, and animals in agricultural biotechnology. Analyzing components of industrial biotechnology and evaluating environmental biotechnology applications reinforce the concepts. Work-based learning opportunities and leadership development engage students in the development of their career development plan.

Exploring Agricultural Issues
(AY23) | *Prerequisite – None*
In this course students 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 Animal and Plant Science
(AY21) | *Prerequisite – None*
In this course students gain an understanding of the fundamentals of the animal and plant science industry. Through hands-on activities, students understand the importance of animal/plant product uses, animal welfare and care practices, and basic plant physiology. Work-based learning opportunities and leadership development engage students in the development of their career development plan.

Exploring Environment and Natural Resources
(AY20) | *Prerequisite – None*
In this course students 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 Food and Agricultural Products
(AY22) | *Prerequisite – None*
In this course students become informed consumers of food and agricultural products by understanding the processes to provide safe agricultural products for consumption. Processes covered include converting agricultural products into food and fiber products and the marketing and labeling principles that help consumers. Work-based learning opportunities and leadership development engage students in the development of their career development plan.

Fundamentals of Biotechnology
(AY10) | *Prerequisite – None*
In this course students are introduced to common terminology and mathematical concepts used in the biotechnology industry. An emphasis on laboratory safety and infection control will help students understand methods used for protecting the safety of biotech workers and the public. Through the use of scientific inquiry and problem solving, students will investigate cellular design and DNA. Work-based learning opportunities and leadership development will engage students in the development of their career development plan.

Introduction to Biotechnology
(AY11) | *Prerequisite – None*
Students understand basic theories and historical developments in biotechnology. Students learn concepts and examples of biotechnology while discussing historical applications of biotechnology and notable figures in history who contributed to concepts in biotechnology. The analysis and discussion of careers in biotechnology, biomanufacturing, and bioinformatics in both agriculture and healthcare help show students possible pathways for their future. Each student develops a career development plan that will help them demonstrate the leadership skills they learn through program activities.

Business, Finance, and Marketing Education Courses

Business, Finance, and Marketing (BFM) provides students with meaningful instruction for and about business. Instruction in Business, Finance and Marketing Education encompasses business skills and techniques, an understanding of basic economics, an understanding of making socioeconomic decisions and producing goods and services for consumption, and business attitudes essential to become a globally engaged and productive citizen. BFM plays a key role in preparing a competent, business-literate, and skilled workforce. The associated curricula have real-life relevance that empowers and helps young adults to compete in a global marketplace while managing their own financial affairs and making intelligent consumer and business-related choices

Exploring Business Activities (BY12) | *Prerequisite – None*
In this course students learn the basics of business activities and various careers. A variety of business-related fields are introduced including finance, management, information technology, marketing, and entrepreneurship.

Exploring Business and Entrepreneurship (BY10) | *Prerequisite – None*
In this course students learn the principles of business and the concepts of entrepreneurship. A focus on the necessary characteristics for being an entrepreneur will aid students in developing their career and life plan. Students learn the procedures and requirements for starting and running a business.

Exploring Economic Systems (BY11) | *Prerequisite – None*
In this course students are introduced to the basics of economics. Students compare the types of economic systems and learn about the United States economic system. The curriculum covers such concepts as supply and demand, the stock market, e-commerce, and the Federal Reserve.

Career Development Education Courses

Career Development curriculum provides the foundation to prepare students for careers and education in the 21st century; it is designed to introduce students to the opportunity to understand and make connections between their interests, attitudes, values, personality, learning styles, skills, and career choices. Students understand the lifelong, sequential process of determining self and career identity.

Six Essential Employability Skills
Meeting the goal to provide a career and college ready NC workforce through the K-12 pipeline, CTE will provide a consistent and 'common language' for identification of these "essential employability skills" when working with students. The six common "essential employability skills" identified are:

- Communication
- Ethics
- Problem Solving
- Professionalism
- Resource Management

- Teamwork

Exploring Careers and Employment (EY11) | Prerequisite – None
In this course students experience an orientation to career planning and future employment success. Emphasis is placed on understanding the world of work, skills needed for employment success, and the career planning and preparation process. Based on the National Career Development Guidelines, skills reinforced include, but are not limited to communications, personal management, and teamwork.

Exploring Personal Characteristics and Careers (EY10) | Prerequisite – None
In this course students experience an orientation to self-awareness and the world of work. Emphasis is placed on self-awareness and how interests, attitudes, values, learning styles, skills, and personality influence career choices. Based on the National Career Development Guidelines, skills reinforced include, but are not limited to communications, personal management, and teamwork.

Computer Science and Information Technology Education Courses

Computer Science and Information Technology (CSIT) is focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services. Students will demonstrate knowledge of and proficiency in data representation and abstraction; effectively design, develop, and test algorithms; demonstrate knowledge of digital devices, systems and networks; and demonstrate an understanding of the role computer science plays and its impact in the modern world.

Coding in Minecraft - Introductory (CY30) | Prerequisite – None
In this course students will gain the skill of designing and developing algorithms using the Minecraft platform. Students will also learn how to predict the outcome of running a series of statements; apply and understand the concept of iteration and selection. Finally, students will understand how to debug and resolve problems in algorithms. Mathematics and computer science standards are reinforced.

Coding in Minecraft - Intermediate (CY31) | Prerequisite – Coding in Minecraft - Introductory
In this course students will learn how to code in block-based coding using MakeCode and the Minecraft platform. They will learn how to apply and understand variable types, logic, comparison operators and iteration. Mathematics and computer science standards are reinforced.

Coding in Minecraft - Advanced (CY32) | Prerequisite – Coding in Minecraft - Intermediate
In this course students will learn how to program in text-based coding using JavaScript and the Minecraft platform. They will identify where code can be reused, follow JavaScript code, and predict the outcome. Students will identify and understand logic, comparison operators, iteration, and errors in JavaScript code.

Computer Science Discoveries I (CY20) | Prerequisite – None
In this course students will use a problem-solving process to address a series of puzzles, challenges, and real-world scenarios. They will learn how computers input, output, store, and process information to help humans solve problems. Students will also learn how to create and share the content on their own web pages using HTML and CSS. They will also practice valuable programming skills such as debugging, using resources, and teamwork.

Computer Science Discoveries II (CY21) | Prerequisite – Computer Science Discoveries I
Students will build on their coding experience as they program animations, interactive art, and games in Game Lab. The sub-course starts off with simple shapes and builds up to more sophisticated sprite-based games, using the same programming concepts and the design process computer scientists use daily. Students will also investigate the broader social impacts of computing. Through a series of design challenges, they will learn how to better understand the needs of others while developing a solution to a problem.

Digital Literacy (CY04) | Prerequisite – None
In this course students learn critical digital literacy skills including how to evaluate content for accuracy, perspective, and motive. Students are helped to acknowledge the benefits of online communities and resources while guiding them to successfully navigate potential pitfalls in their digital lives. Through digital responsibility lessons, students take practical steps to protect their privacy and safety online.

Introduction to Office Productivity (CY02) | Prerequisite – None
In this course students learn a foundational understanding of computer operations. Students learn to harness technology as a tool to create, problem solve, and collaborate with others. The curriculum covers topics and skills including computing basics, responsible usage, spreadsheet basics, presentation basics, and multimedia design.

Keyboarding and Basic Word Processing (CY01) | Prerequisite – None
In this course students develop a foundation for effective technology use by learning to type. The curriculum covers topics and skills including keyboard layout, ergonomic strategies, and keyboarding proficiency. Students also learn to use word processing software for basic document creation, design, editing, collaboration, and problem solving.

Office Productivity Applications (CY03) | Prerequisite – None
In this course students deepen data literacy by learning to read, analyze, present, and access real-world information with spreadsheets and databases. The curriculum covers topics and skills including data collection and synthesis, data analysis, and data visualization.

Health Science Education Courses

Health Science Education provides a comprehensive program to meet present and projected needs for the healthcare industry. Curriculum concepts incorporate technological advances to motivate students and prepare them to pursue a career as a future health professional. Emphasis is placed on the various domains of healthcare and related skills such as: employability skills, prevention (wellness), diagnostics, therapeutics, and rehabilitation. Students are encouraged to pursue work-based learning opportunities that include job shadowing, internships, and apprenticeships to support their areas of interest in healthcare.

Introduction to Biotechnology (HY02) | Prerequisite – None
In this course students will gain an understanding of medical terminology, the nervous system and five senses, and careers related to Biotechnology.

Exploring Healthcare: Medical Terms and Body Systems in Biotechnology Careers (HY12) | Prerequisite – None
In this course students will gain an understanding of medical terminology, the nervous system and five senses, and careers related to Biotechnology.

Exploring Healthcare: Medical Terms and Body Systems in Diagnostic Service Careers (HY11) | Prerequisite – None
In this course students will gain an understanding of medical terminology, body systems (respiratory and circulatory) and careers related to Diagnostic Services.

Exploring Healthcare: Medical Terms and Body Systems in Therapeutic Service Careers (HY10) | Prerequisite – None
In this course students will gain an understanding of medical terminology, body systems (skeletal, muscular, and integumentary) and careers related to Therapeutic Services.

Trade, Technology, Engineering, and Industrial Education Courses

Technology and Engineering Education courses provide students with the skills and conceptual knowledge needed for careers in engineering and design.

Design and Engineering (TY01) | Prerequisite – None
In this course students will gain an understanding of design and engineering. Students apply the design process in the inventions or innovation of new products, processes, or systems.

Meeting Technology (TY00) | Prerequisite – None
In this course students learn about the nature of technology and problem solving. Students are involved in activities and experiences where they learn about brainstorming, visualizing, modeling, constructing, testing, experimenting, and refining designs.

PLTW Gateway: App Creators (TY22) | Prerequisite – None
In this course students are exposed 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.

PLTW Gateway: Automation and Robotics (TY21) | Prerequisite – None
In this course 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.

PLTW Gateway: Computer Science for Innovators and Makers (TY23) | Prerequisite – None
In this course 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.

PLTW Gateway: Design and Modeling (TY20) | Prerequisite – None
In this course students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they have learned to design a therapeutic toy for a child who has cerebral palsy.

PLTW Gateway: Energy and the Environment (TY24) | Prerequisite – None
In this course 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 have learned to design and model alternative energy sources, as well as evaluate options for reducing energy consumption.

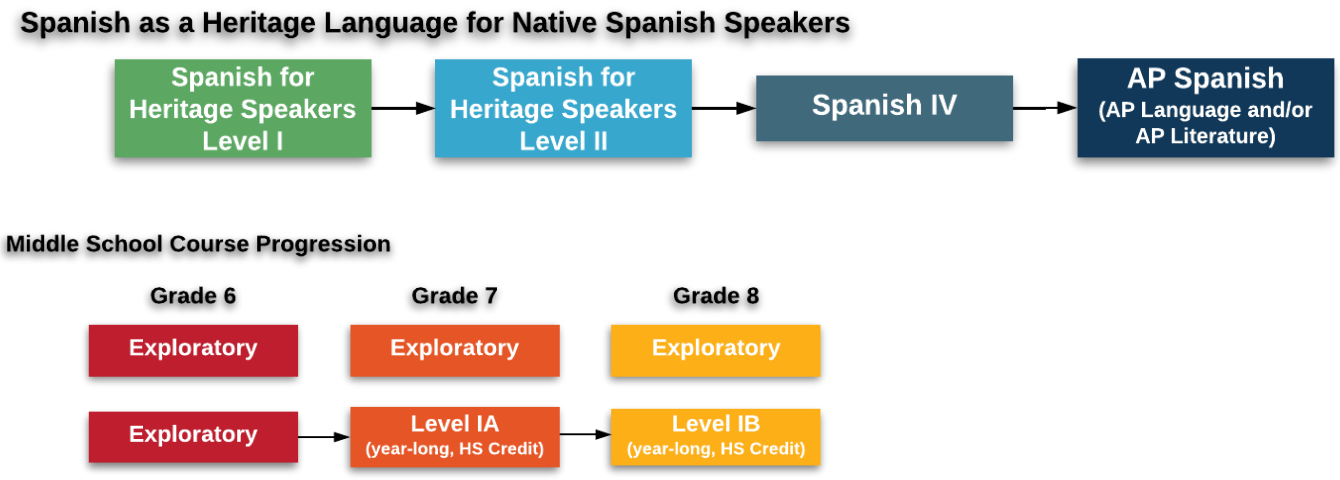
PLTW Gateway: Green Architecture (TY28) | Prerequisite – None
In this course students learn how to apply green concepts to the fields of architecture and construction. They explore dimensioning, measuring, and architectural sustainability and apply what they have learned to design affordable housing units using Autodesk 3D architectural design software.

Technological Systems: How They Work (TY10) | Prerequisite – None
In this course students will gain an understanding of technological systems and how they work by investigating systems through their function, design, and development. Students will understand what systems are, why they are developed, and how "systems thinking" can be used to describe them. Students will also engage in activities and experiences where they evaluate the impacts of technology through the lenses of culture, society, economics, and the environment.

World Languages

- Most middle schools offer at least one world language course option. Learning a world language is a critical skill for students to be 21st-century global learners. Universities require a student to obtain two consecutive world language high school credits of the same language, and many prefer three or four years.
- Please note that Middle school exploratory introductory Spanish and Spanish level I for high school credit courses are not recommended for native/heritage speakers of Spanish. Native/heritage speakers should take the Spanish for Native Speakers course, which is offered at several middle schools.
- Middle school World Language courses are not recommended for those students who struggle in their English Language Arts class. It is recommended that a student have at least a "C" average in his/her English Language Arts class to enroll in a middle school World Languages class.
- Level I high school credit courses are available at most middle schools to students with a teacher recommendation and/or a level 3 on the sixth grade Language Arts EOG.

Possible World Language Sequences (options may vary at different middle schools):



*Language options vary among schools.

Exploratory Language (Spanish, Latin, Chinese) (12752Y0)
Prerequisite: None
Students learn basic vocabulary and simple language structures on the Novice Low level of language proficiency according to the North Carolina World Language Essential Standards. to communicate on a variety of familiar topics relating to home and school. Exploratory classes in sixth grade can be for the duration of a quarter or semester, depending on the school. In 7th and 8th grades, the exploratory course is one semester and is more comprehensive. Exploratory courses are not prerequisites for high school courses.

Level 1 Part A (Spanish IA 11412YA, Chinese IA 11212YA, Latin IA 12412YA)
Prerequisite: Students should pass sixth grade ELA with a three or better to enroll in this course.

This course introduces students to the target language and its culture. This class develops listening, speaking, reading, and writing skills, with emphasis placed on interpersonal communication and proficiency. Students will acquire skills through real-world situations and use their experiences to practice these skills. Students develop an appreciation for how languages and cultures work by comparing the target language and culture(s) to their own. Classes are conducted primarily in the target language. Students will learn on the Novice Low & Novice Mid-levels of language proficiency according to the North Carolina World Language Essential Standards. Heritage speakers or students who have lived abroad should not be enrolled in this course.

This is the first half of the high school Level 1 course. Students must begin this class in seventh grade to complete the sequence and take a benchmark assessment at the end of the year. Students must achieve a passing score for Level I Part A to continue on to Level I Part B in 8th grade and receive high school credit. Leves IA and IB must be completed and passed in order to receive high school credit. Level 1 Part A is not available to eighth-grade students.

Spanish Heritage Level I Part A (11492YA)

Prerequisite: Students must be determined heritage/native speakers of Spanish with pre-assessment.

This course is taught entirely in the target language This course is the first half of the high school Level I course. Note that students must pass this course to enroll in Level IB and that Levels IA and IB must be completed and passed to receive the high school credit. For students to be enrolled in this class, pre-assessment to determine heritage proficiency is required. Students will learn on the Intermediate Low-Intermediate Mid-levels of proficiency according to the North Carolina World Language Essential Standards. Students must begin this class in seventh grade to complete the sequence and take a benchmark assessment at the end of the year. Students must achieve a passing score for Spanish Heritage Level I Part A to continue on to Spanish Heritage Level I Part B in 8th grade in order to receive high school credit. Spanish Heritage Level I Part A is not available to eighth graders. This course focuses on listening, speaking, reading, and writing skills, with emphasis placed on literacy skills in Spanish. Students will acquire skills through real-world situations and use their experiences to practice these skills.

Level 1 Part B | (Spanish IB 11412YB, Chinese IB 11212YB, Latin IB 12412YB)

Prerequisite: Level 1 Part A

This course is the second half of high school Spanish I and continues to introduce students to the target language and its culture. This class develops listening, speaking, reading, and writing skills, with emphasis placed on interpersonal communication and proficiency. Students will acquire skills through real-world situations and use their experiences to practice these skills. Students develop an appreciation for how languages and cultures work by comparing the target language and culture(s) to their own. Classes are conducted primarily in the target language. Students will learn on the Novice Low & Novice Mid-levels of language proficiency according to the North Carolina World Language Essential Standards. Students must achieve a passing score for Level I Part A to enroll in this class. Students who successfully complete both Part A and Part B may receive one high school credit, pending results of the course final exam.

Spanish Heritage Level I Part B (11492YB)

Prerequisite: Students must be determined heritage/native speakers of Spanish with pre-assessment. Students must have taken and passed Spanish Heritage Level I Part A.

This course is taught entirely in the target language. This course is the final half of the high school Level I course. Students will learn on the Intermediate Low-Intermediate Mid-levels of proficiency according to the North Carolina World Language Essential Standards. Students must begin in seventh grade with Spanish Heritage I Part A to complete the sequence. This course focuses on listening, speaking, reading, and writing skills, with emphasis placed on literacy skills in Spanish. Students will acquire skills through real-world situations and use their experiences to practice these skills. Students who successfully complete both Part A and Part B may receive one high school credit, pending results of the course final exam.

Level I (Spanish I 11412Y0, Chinese I 11212Y0, Latin I 12412Y0)

Prerequisite: Students should pass sixth grade ELA with a three or better to enroll in this course.

Eighth-grade students may take this year-long high school course and receive high school credit, pending the results of the course final exam.

This course introduces students to the target language and its culture. This class develops listening, speaking, reading, and writing skills, with emphasis placed on interpersonal communication and proficiency. Students will acquire skills through real-world situations and use their experiences to practice these skills. Students develop an appreciation for how languages and cultures work by comparing the target language and culture(s) to their own. Classes are conducted primarily in the target language. Students will learn on the Novice Low & Novice Mid-levels of language proficiency according to the North Carolina World Language Essential Standards. At the end of the course, students will receive one high school credit, pending results of the course final exam.

Spanish Heritage Level I (11492Y0)

Prerequisite: Students must be determined heritage/native speakers of Spanish with pre-assessment.

This course is taught entirely in the target language. For students to be enrolled in this class, pre-assessment to determine heritage proficiency is required. Students will learn on the Intermediate Low-Intermediate Mid-levels of proficiency according to the North Carolina World Language Essential Standards. This course focuses on listening, speaking, reading, and writing skills, with emphasis placed on literacy skills in Spanish. Students will acquire skills through real-world situations and use their experiences to practice these skills. At the end of the course, students will receive one high school credit, pending results of the course final exam.

Healthful Living

Students learn how exercise and diet can lead to a healthy lifestyle. Students learn about the dangers of drugs and alcohol, the biology of reproduction, nutrition, conflict resolution, fair play, and sportsmanship. Students are required to take Healthful Living on an annual basis.

Other Discovery Courses

Each middle school will develop its own discovery offerings based on the interests and needs of the students and the teachers' unique skills. Schools include discovery classes that connect to and support academic subjects.

Extracurricular Activities

While student academic excellence is the top priority, there also are opportunities for students to succeed outside of the classroom. All our middle schools offer a variety of extracurricular activities.

Possible Clubs and Activities

- Math and Science Education Network (MSEN)
- Odyssey of the Mind
- French Club
- Spanish Club
- Math Counts
- NC Envirothon
- National Junior Honor Society
- Step Team
- Chess Club
- Future Business Leaders of America
- Student Government
- NC Science Olympiad
- Arts Clubs
- Recycling/Environmental Club
- Battle of the Books

And more…

After-school Opportunities

DPS middle schools desire to enrich the curriculum and to provide students varied opportunities to extend the curriculum. We believe that these varied opportunities allow students to not only grow academically but also socially and emotionally. Please contact your child's school for a list of activities.

Sports

- Baseball
- Basketball
- Cheerleading
- Cross Country
- Football
- Lacrosse
- Soccer
- Softball
- Tennis
- Volleyball
- Wrestling

Specific sports offered at each middle school may vary.