Parents and Students:

On behalf of the Union County Board of Education and our Superintendent, Dr. Andrew G. Houlihan, we extend a heartfelt welcome to all new middle school students in Union County Public Schools. The next three years of education will provide many transitions for young adolescents and their parents. Students will begin the process of becoming teenagers, and parents will experience their children’s desire for more independence. It is vital that home and school provide collective support for the student in order that he/she may develop independent learning skills. Through a strong cooperative partnership, we can assist our students in adjusting to the social, physical, and emotional changes as each may grow and discover the aspects of becoming healthy, happy, and successful teenagers.

Our middle schools aim to meet the needs of all students by promoting opportunities for their social, emotional, academic, and physical growth. Guided by the school system’s mission of “Preparing All Students to Succeed,” our pupils will learn to balance their academic responsibilities with various activities. This will be accomplished by providing middle-level curriculum that implements research-based instructional practices.

The purpose of this curriculum guide is to present students and parents with an overview of all aspects of the academic and social life in Union County Public Schools. Enclosed are instructional guidelines which are aligned with the North Carolina Standard Course of Study. As our teachers and leaders believe that all students can learn, you will find that middle school curriculum is broad, flexible, and rigorous, and we strive to provide a variety of services to meet our students’ needs. Additionally, tips and strategies for assisting students are included as parents aim to support all aspects of their children’s education.

As a parent or guardian, you are an essential part of your child’s total school program. We hope you will find this information helpful and that you will use this guide as a reference throughout the middle school years. We welcome you as a partner in your child’s education.

William Breedlove, Ed.D.
Chief Academic Officer
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<th>Middle School</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cuthbertson Middle</strong></td>
<td>1520 Cuthbertson Road, Waxhaw, NC 28173</td>
<td>704-296-0107</td>
<td>cms.ucps.k12.nc.us</td>
</tr>
<tr>
<td><strong>Piedmont Middle</strong></td>
<td>2816 Sikes Mill Road, Monroe, NC 28110</td>
<td>704-296-6350</td>
<td>pdms.ucps.k12.nc.us</td>
</tr>
<tr>
<td><strong>East Union Middle</strong></td>
<td>6010 W. Marshville Blvd., Marshville, NC 28103</td>
<td>704-290-1540</td>
<td>eums.ucps.k12.nc.us</td>
</tr>
<tr>
<td><strong>Porter Ridge Middle</strong></td>
<td>2827 Ridge Road, Indian Trail, NC 28079</td>
<td>704-225-7555</td>
<td>prms.ucps.k12.nc.us</td>
</tr>
<tr>
<td><strong>Marvin Ridge Middle</strong></td>
<td>2831 Crane Road, Waxhaw, NC 28173</td>
<td>704-290-1510</td>
<td>mrms.ucps.k12.nc.us</td>
</tr>
<tr>
<td><strong>South Providence</strong></td>
<td>500 S. Providence Street, Waxhaw, NC 28173</td>
<td>704-290-1580</td>
<td>sps.ucps.k12.nc.us</td>
</tr>
<tr>
<td><strong>HSA @ Monroe Middle</strong></td>
<td>601 E. Sunset Drive, Monroe, NC 28112</td>
<td>704-296-3120</td>
<td>mms.ucps.k12.nc.us</td>
</tr>
<tr>
<td><strong>Sun Valley Middle</strong></td>
<td>1409 Wesley Chapel Road, Indian Trail, NC 28079</td>
<td>704-296-3009</td>
<td>svms.ucps.k12.nc.us</td>
</tr>
<tr>
<td><strong>Pinecrest Middle</strong></td>
<td>3219 Parkwood School Road, Monroe, NC 28112</td>
<td>704-764-2910</td>
<td>pwms.ucps.k12.nc.us</td>
</tr>
<tr>
<td><strong>Weddington Middle</strong></td>
<td>5903 Deal Road, Matthews, NC 28104</td>
<td>704-814-9772</td>
<td>wdms.ucps.k12.nc.us</td>
</tr>
</tbody>
</table>
Successful schools for young adolescents are characterized by a culture that includes:

- Educators who value working with this age group and are prepared to do so.
- Courageous, collaborative leadership.
- A shared vision that guides decisions.
- An inviting, supportive, and safe environment.
- High expectations for every member of the learning community.
- Students and teachers who are engaged in active learning.
- An adult advocate for every student.
- School-initiated family and community partnerships.

Therefore, successful schools for young adolescents provide:

- Curriculum that is relevant, challenging, integrative, and exploratory.
- Multiple learning and teaching approaches that respond to student diversity.
- Assessment and evaluation programs that promote quality learning.
- Organizational structures that support meaningful relationships and learning.
- School-wide efforts and policies that foster health, wellness, and safety.
- Multifaceted guidance and support services.

Used with permission from National Middle School Association, www.nmsa.org

- Robert Ricken
  The Middle School Years: Love Me When I’m Most Unlovable

  I’m looking forward to going to the middle school. I’m excited and a little nervous. Somehow all the kids seem to like it, but they love telling horror stories about what goes on there. My parents are the ones who are really nervous. If they ask me once more if I’m scared, I think they’ll convince me that I am!
The Union County Public Schools has nine middle schools and one specialty school serving grades 6–8 located throughout the county. The middle school program strives to provide for the unique needs of the young adolescent while helping the student make the transition from the elementary school to the high school. The objectives of the program are as follows:

- Teachers and students are organized into interdisciplinary teams for instructional purposes. Students are grouped as a team with teachers who provide the challenge of the secondary curriculum and the support of the elementary classroom.

- Every student will be well known by at least one adult within the school. There are multiple relationship building opportunities provided throughout the year.

- The curriculum plan provides for integrated lessons, individualized instruction, continuous progress, personal development, and an introduction to areas of organized knowledge. The curriculum builds upon and extends the elementary skills and, at the same time, introduces the students to a world of knowledge that will be encountered at greater depth in high school.

- Flexible scheduling is utilized during the school day with some form of “block” schedule to facilitate efficient use of time.

- A wide range of exploratory activities is provided to enrich the curriculum with appropriate experiences and extracurricular activities.

- All programs are designed to meet the unique learning requirements of the middle school student. Varied strategies are used, beginning with the concrete, moving to pictorial representation, and concluding with the abstract.

- Community involvement is encouraged so as to build a positive relationship between school, home, and the community. Involvement from community volunteers is beneficial to students.

In addition to the nine traditional 6-8 middle schools, South Providence School provides an alternative learning environment for students in grades 6-12. The most likely candidates are those students who are at-risk for failure due to academic, attendance, and behavioral needs. Placement of these students is initiated through a completed application package submitted to a central screening committee. Upon acceptance to the program, students must be in attendance in their home school until an intake meeting is held at South Providence School. The main goal of the program is to develop academic skills, self-esteem, character and social skills necessary for the success in high school completion, as well as becoming contributing members of society.

An effective middle school program is created around the unique developmental needs of the young adolescents it serves. Because the physical, intellectual, social, and emotional needs of this age group are so different from those in elementary and high school, it is
necessary to customize the educational program. The middle school is a bridge between the elementary and high school; therefore, the program is a blend of the two.

CORE CURRICULUM
Middle schools require English/Language Arts, Mathematics, Science, and Social Studies for all students in grades six, seven and eight in time blocks which would equate to approximately four (4) hours or the majority of the school day. English/Language Arts is taught in an integrated manner during one continuous block of time. In addition, Health/Physical Education is required for all middle school students.

GRADING SCALE
Beginning with the 2015-2016 year, the state of North Carolina will be using a ten-point grading scale for all students as shown on the table below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

EXPLORATORY CURRICULUM
A variety of exploratory classes is offered at each school in the areas of music, visual arts, theater arts, world languages, and careers/technology. The goal is to expose middle school students to a variety of experiences that allows them to build self-identity and confidence. Exploratory classes also foster students’ creative nature while they begin making decisions about their future. The length of these classes may vary from six weeks to a year.

HEALTHY ACTIVE CHILDREN
To address health issues such as obesity, cardiovascular diseases and Type II diabetes, students in middle school participate in physical activity for a minimum of 30 minutes daily. This is achieved through regular physical education class and/or through activities such as recess, dance, classroom energizers or other curriculum based physical education activity programs.

CHARACTER EDUCATION
Character education is learning how to make good decisions and choices and is taught through modeling, climate, and curriculum. Character education integrates positive values into every aspect of the school day by instilling in students the important core, ethical values, such as respect for self and others, responsibility, integrity, and self-discipline.

MEDIA
An integral part of middle school is the media program, which enhances, supports, and expands learning by teaching information skills appropriate to the curriculum, as well as providing materials and services. The instructional component of the media program is to help students develop skills in locating, assimilating, and applying information effectively.
GUIDANCE
Guidance is an important part of the middle school program. School counselors promote student success, provide preventive services, and respond to identified student needs. Counselors address academic, career, and personal/social development for all students by implementing a comprehensive school counseling program. Parents, educators, and counselors should work collaboratively to assist students with educational and career planning.

School counselors recognize their primary obligation for confidentiality is to the student but balance that obligation with an understanding of the family or guardians’ legal and inherent rights to be the guiding voice in their children’s lives (ASCA Code of Ethics).

The role of the school counselor in regards to confidentiality is:

- To support the students right to privacy and protect confidential information received from students, the family, guardian and staff members
- To explain the meaning and limits of confidentiality to students in developmentally appropriate terms
- To provide appropriate disclosure and informed consent regarding the counseling relationship and confidentiality
- To inform students and the family of the limits to confidentiality when: Student poses a danger to self or others, Court ordered disclosure, Consultation with other professionals in support of the student i.e. colleagues, supervisors, treatment teams, and other support personnel
- To keep personal notes separate from educational records and not disclose their contents except when privacy exceptions exist
- To seek guidance from supervisors and appropriate legal advice when their records are subpoenaed
- To assert their belief that information shared by students is “confidential” and should not be revealed without the student’s consent
- To adhere to all laws protecting student records, health information, and special services (i.e., HIPAA, FERPA, IDEA)

ACADEMICALLY AND/OR INTELLECTUALLY GIFTED
The Academically and/or Intellectually Gifted Program (AIG) in Union County Public Schools provides AIG identified (formally identified through testing) middle school students with accelerated and enriched curricula in both English Language Arts and Mathematics. In addition to the NC Standard Course of Study, the homogeneously grouped English/Language Arts classes use strategies and materials that meet the advanced needs of AIG learners. Students also participate in an advanced in-depth study of Latin and Greek word stems and derivatives, along with literature and grammar that are differentiated in order to meet the accelerated intellectual needs by including culminating projects and seminars that require critical thinking and analysis. The 8th grade AIG English Language Arts course is English I for high school credit. The AIG middle school mathematics curriculum accelerates and compacts the North Carolina Standard Course of Study into two years, 6th and 7th grades, so that a strong foundation is built for 8th grade Math I for high school credit. (Final placement into Math I and/or English I is subject to local guidelines.) For more information about the AIG program, please visit the AIG website at aig.ucps.k12.nc.us.
**CREDIT BY DEMONSTRATED MASTERY**

Section 13 of the State Board of Education Policy GCS-M-001 provides a Credit by Demonstrated Mastery policy (CDM). Credit by Demonstrated Mastery is the process by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. “Mastery” is defined as a student’s command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge as demonstrated by: (1) scoring a Level V on the End of Course exam where applicable, or a final exam (provided by the state or developed locally) and (2) producing an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks.

Students who demonstrate mastery, through the process as determined and allowed by the NC Department of Public Instruction, shall receive credit for the course toward graduation requirements. Credit shall be indicated on the student’s transcript as a Level III (College Preparatory) course with a grade of “pass”. The school shall not grant a numeric or letter grade for the course and shall not include the grade in the student’s grade point average (GPA) calculation.

Students planning to pursue the distinction of North Carolina Academic Scholar should read Credit by Demonstrated Mastery Guidelines carefully. At the present time, courses required for the North Carolina Academic Scholar designation are not allowed to be completed through the CDM method.

For a complete listing of courses that may be completed by middle school students as Credit by Demonstrated Mastery, please visit the Secondary Education website at [ucps.k12.nc.us](http://ucps.k12.nc.us).

**HIGH SCHOOL COURSES TAKEN AT MIDDLE SCHOOL**

Union County Public Schools has established criteria which allow middle school students to receive graduation credit for the following high school courses: Math I, Math II, World Language I, and English I. These courses meet the graduation requirement and count towards the number of credits needed for high school graduation. To fulfill the requirement, students must pass the course and score a Level III, IV, or V on any EOC associated with the course. The course conform to the high school course of study. Although the courses will count toward graduation requirements, the GPA will only be computed with courses taken during the high school years.

Students transferring to UCPS from an out-of-state middle school with high school credit listed on their transcripts will be given credit for the high school courses meeting N.C graduation requirements and NC State Board of Education Policy.
## NORTH CAROLINA STANDARD COURSE OF STUDY

### ENGLISH/LANGUAGE ARTS GRADE 6

<table>
<thead>
<tr>
<th>Key Ideas and Evidence</th>
<th>Key Ideas and Evidence</th>
<th>Text Types, Purposes, and Publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cite evidence from the text to support analysis of what the text says</td>
<td>• Cite evidence from the text to support analysis of what the text says</td>
<td>• Organize information and ideas based on a topic to plan and prepare to write.</td>
</tr>
<tr>
<td>• Cite evidence from the text when making inferences</td>
<td>• Cite evidence from the text when making inferences</td>
<td>• Write argument pieces that clearly introduce the claim, acknowledge opposing claims, support the claim.</td>
</tr>
<tr>
<td>• Determine the theme and how it is conveyed through particular details</td>
<td>• Determine the central idea and how it is conveyed through particular details</td>
<td>• Write informative pieces that clearly introduce a topic, organize ideas, concepts, and information.</td>
</tr>
<tr>
<td>• Summarize the text without opinions or judgments</td>
<td>• Summarize the text without opinions or judgments</td>
<td>• Write narrative pieces that develop real or imagined events.</td>
</tr>
<tr>
<td>• Describe how a story’s or drama’s plot unfolds in a series of episodes</td>
<td>• Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated upon in a text</td>
<td>• revise and edit based on peer and adult feedback (with some guidance and support)</td>
</tr>
<tr>
<td>• Describe how the characters respond or change as the story progresses</td>
<td>• Craft and Structure</td>
<td>• Use digital tools to produce and publish their writing.</td>
</tr>
<tr>
<td>• Craft and Structure</td>
<td>• Understand the meaning of words and phrases in texts on sixth grade topics</td>
<td>• Use digital tools to collaborate and interact with others</td>
</tr>
<tr>
<td>• Understand the meaning of words and phrases in a text</td>
<td>• Analyze how specific words impact the meaning of the text</td>
<td>• Sufficiently use word processing skills</td>
</tr>
<tr>
<td>• Analyze how specific words impact the meaning and tone of the text</td>
<td>• Analyze how particular sentences, paragraphs, chapters, or sections fit into the overall structure</td>
<td>• Research</td>
</tr>
<tr>
<td>• Analyze how particular sentences, chapters, scenes, or stanzas fit into the overall structure; analyze how particular sentences, chapters, scenes, or stanzas contribute to the theme, setting, or plot</td>
<td>• Analyze how particular sentences, paragraphs, chapters, or sections contribute to the development of ideas</td>
<td>• Conduct short research projects to answer a question, using several sources.</td>
</tr>
<tr>
<td>• Explain how the author develops the point of view of the narrator or speaker</td>
<td>• Determine an author’s point of view or purpose</td>
<td>• Gather information from multiple print and digital sources.</td>
</tr>
<tr>
<td>• Integration of Ideas and Analysis</td>
<td>• Explain the author’s point of view or purpose is conveyed in the text</td>
<td>• Assess the credibility of sources.</td>
</tr>
<tr>
<td>• Compare and contrast the experience of reading a story to listening or viewing an audio, video, or live version of the same story</td>
<td>• Integration of Ideas and Analysis</td>
<td>• Quote or paraphrase information from the sources (avoiding plagiarism)</td>
</tr>
<tr>
<td>• Compare and contrast the approaches used to develop themes and topics in stories in different genres or forms</td>
<td>• Integrate information from different print and digital sources to develop a clear understanding of the topic</td>
<td>• Provide basic bibliographies</td>
</tr>
<tr>
<td>• Range of Reading and the Level of Complexity</td>
<td>• Trace and evaluate the argument and claims in a text; tell the difference between claims that are supported by reasons and evidence from</td>
<td></td>
</tr>
<tr>
<td>• Read and understand texts appropriate for sixth grade independently and for a sustained period of time.</td>
<td>• those that are not</td>
<td></td>
</tr>
<tr>
<td>• Connect background knowledge and experiences to texts.</td>
<td>• Compare and contrast one author’s presentation of events from that of another</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Range of Reading and the Level of Complexity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Read and understand texts appropriate for sixth grade independently and for a sustained period of time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Connect background knowledge and experiences to texts.</td>
<td></td>
</tr>
</tbody>
</table>

### Text Types, Purposes, and Publishing

- Organize information and ideas based on a topic to plan and prepare to write.
- Write argument pieces that clearly introduce the claim, acknowledge opposing claims, support the claim.
- Write informative pieces that clearly introduce a topic, organize ideas, concepts, and information.
- Write narrative pieces that develop real or imagined events.
- revise and edit based on peer and adult feedback (with some guidance and support)
- Use digital tools to produce and publish their writing.
- Use digital tools to collaborate and interact with others
- Sufficiently use word processing skills
- Research
- Conduct short research projects to answer a question, using several sources.
- Gather information from multiple print and digital sources.
- Assess the credibility of sources.
- Quote or paraphrase information from the sources (avoiding plagiarism)
- Provide basic bibliographies
### Collaboration and Communication
- Follow predetermined rules to discuss grade level texts and topics
- Set specific goals/deadlines and define individual roles for discussions
- Come prepared for discussions by having read or studied the material
- Refer to the text and/or studied material when discussing the topic
- Ask and answer questions with elaboration and detail
- Demonstrate understanding of multiple perspectives after reviewing the key ideas expressed during the discussion
- Interpret information presented in different formats and explain how it contributes to the studied topic or text

(continued)
- Delineate a speaker’s argument and specific claims
- Tell the difference between claims that are supported by reasons/evidence and those that are not
- Presentation of Knowledge and Ideas
- Present claims and findings that are logically sequenced
- Use appropriate and relevant descriptions, facts, and details to support the main ideas of themes
- Adjust their speech based on the context and task
- Include multimedia components and visuals in presentations to clarify information

### Conventions of Standard English
- Demonstrate understanding of progressively more difficult standard grammar rules and parts of speech.
- Produce complete sentences and questions, as well as use of conventions
- Knowledge of Language
- Use various types of sentences for meaning, interest, and style
- Maintain a consistent style and tone
- Vocabulary Acquisition and Use
- Determine the meaning of unknown and multiple meaning words in sixth grade level books using context clues, word parts, reference materials, and noting how words are related.
- Interpret figures of speech found in a text.
- Distinguish the connotations of words with similar denotations such as stingy, economical, thrifty
- Use grade-appropriate words and phrases.

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**PARENT TIP:**
Make life with your middle school student more enjoyable!

You are the parent. Young adolescents need supervision, guidance, parameters, assistance and lots of love and understanding and will look for you to provide these even though they may not acknowledge or show appreciation for them.
<table>
<thead>
<tr>
<th>READING (Literature)</th>
<th>READING (Informational Text)</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Evidence</strong></td>
<td><strong>Key Ideas and Evidence</strong></td>
<td><strong>Text Types, Purposes, and Publishing</strong></td>
</tr>
<tr>
<td>- Cite several pieces of evidence from the text to support analysis of what the text says.</td>
<td>- Cite evidence from the text to support analysis of what the text says.</td>
<td>- Organize information and ideas based on a topic to plan and prepare to write.</td>
</tr>
<tr>
<td>- Cite several pieces of evidence from the text when making inferences.</td>
<td>- Cite evidence from the text when making inferences.</td>
<td>- Write argument pieces that clearly introduces the claim, acknowledge opposing claims, support the claim.</td>
</tr>
<tr>
<td>- Determine the theme and analyze how it is developed.</td>
<td>- Determine the central idea and how it is conveyed through particular details.</td>
<td>- Write informative pieces that clearly introduce a topic, organize ideas, concepts, and information.</td>
</tr>
<tr>
<td>- Provide an objective summary of the text.</td>
<td>- Summarize the text without opinions or judgments.</td>
<td>- Write narrative pieces that develop real or imagined events.</td>
</tr>
<tr>
<td>- Analyze how elements (setting, character, plot) of a text interact.</td>
<td>- Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated upon in a text.</td>
<td>- Revise and edit based on peer and adult feedback (with some guidance and support).</td>
</tr>
<tr>
<td>- Craft and Structure</td>
<td>- Craft and Structure.</td>
<td>- Use digital tools to produce and publish their writing.</td>
</tr>
<tr>
<td>- Understand the meaning of words and phrases in a text.</td>
<td>- Understand the meaning of words and phrases in texts on sixth grade topics.</td>
<td>- Use digital tools to link to/cite sources, as well as collaborate and interact with others.</td>
</tr>
<tr>
<td>- Analyze how specific rhymes and repetitions impact the meaning and tone of the text.</td>
<td>- Analyze how specific words impact the meaning of the text.</td>
<td>- Research.</td>
</tr>
<tr>
<td>- Analyze how a text’s form or structure contributes to its meaning.</td>
<td>- Analyze how particular sentences, paragraphs, chapters, or sections fit into the overall structure.</td>
<td>- Conduct short research projects to answer a question (using several sources) and to generate questions for further research.</td>
</tr>
<tr>
<td>- Analyze how an author develops and contrasts different perspectives.</td>
<td>- Analyze how particular sentences, paragraphs, chapters, or sections contribute to the development of ideas.</td>
<td>- Gather information from multiple print and digital sources.</td>
</tr>
<tr>
<td>- Integration of Ideas and Analysis</td>
<td>- Determine an author’s point of view or purpose.</td>
<td>- Assess the credibility of sources.</td>
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<tr>
<td>- Compare and contrast a written story to an audio, video, or live version of the same story.</td>
<td>- Explain the author’s point of view or purpose is conveyed in the text.</td>
<td>- Quote or paraphrase information from the sources (avoiding plagiarism).</td>
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<tr>
<td>- Compare and contrast texts.</td>
<td>- Integration of Ideas and Analysis.</td>
<td>- Provide citations.</td>
</tr>
<tr>
<td>- Range of Reading and the Level of Complexity.</td>
<td>- Integrate information from different print and digital sources to develop a clear understanding of the topic.</td>
<td></td>
</tr>
</tbody>
</table>
### Collaboration and Communication
- Follow predetermined rules to discuss grade level texts and topics.
- Track progress towards specific goals/deadlines and define individual roles for discussions.
- Come prepared for discussions by having read or studied the material.
- Refer to the text and/or studied material when discussing the topic.
- Ask and answer questions.
- Comment with relevant observations and ideas.
- Acknowledge new information and adjust their views when applicable.
- Analyze the main ideas and supporting details presented in different formats and explain how they clarify the studied topic or text.
- Delineate a speaker’s argument and specific claims.
- Evaluate the soundness, relevancy, and sufficiency of evidence.

### Presentation of Knowledge and Ideas
- Present claims and findings in a focused manner.
- Use appropriate and relevant descriptions, facts, details, and examples.
- Adjust their speech based on the context and task.
- Include multimedia components and visuals in presentations to clarify claims.

### Conventions of Standard English
- Demonstrate understanding of progressively more difficult standard grammar rules and parts of speech.
- Produce complete sentences and questions, as well as use conventions.
- Choose words that express ideas precisely and concisely.
- Choose words that express ideas precisely and concisely.
- Vocabulary Acquisition and Use
- Determine the meaning of unknown and multiple meaning words in seventh grade level books using context clues, word parts, reference materials, and noting how words are related.
- Interpret figures of speech found in a text.
- Distinguish the connotations of words with similar denotations such as refined, respectful, polite.
- Use grade-appropriate words and phrases.
<table>
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<td><strong>Text Types, Purposes, and Publishing</strong></td>
</tr>
<tr>
<td>- Cite evidence from the text that most strongly supports analysis of what the text says.</td>
<td>- Cite evidence from the text that most strongly supports analysis of what the text says.</td>
<td>- Organize information and ideas based on a topic to plan and prepare to write.</td>
</tr>
<tr>
<td>- Cite evidence from the text that most strongly supports their inferences.</td>
<td>- Cite evidence from the text that most strongly supports their inferences.</td>
<td>- Write argument pieces that clearly introduce the claim, acknowledge opposing claims, and support the claim.</td>
</tr>
<tr>
<td>- Determine the theme and analyze how it is developed.</td>
<td>- Determine the central ideas and analyze how it is developed.</td>
<td>- Write informative pieces that clearly introduce a topic, organize ideas, concepts, and information.</td>
</tr>
<tr>
<td>- Provide an objective summary of the text.</td>
<td>- Provide an objective summary of the text.</td>
<td>- Write narrative pieces that develop real or imagined events.</td>
</tr>
<tr>
<td>- Analyze how lines of dialogue or incidents propel the action, reveal aspects of the characters, or provoke a decision.</td>
<td>- Analyze the connections among and distinctions between individuals, events, and ideas in a text.</td>
<td>- Revise and edit based on peer and adult feedback (with some guidance and support).</td>
</tr>
<tr>
<td>- Craft and Structure.</td>
<td>- Craft and Structure.</td>
<td>- Use digital tools to produce and publish their writing.</td>
</tr>
<tr>
<td>- Understand the meaning of words and phrases in a text.</td>
<td>- Understand the meaning of words and phrases in a text; analyze how specific words impact the meaning and tone of the text (including analogies and allusions to other texts).</td>
<td>- Use digital tools to present the relationships between information/ideas, as well as collaborate and interact with others.</td>
</tr>
<tr>
<td>- Analyze how specific words impact the meaning and tone of the text (including analogies and allusions to other texts)</td>
<td>- Analyze the structure of a specific paragraph and how that paragraph develops and/or refines a key concept.</td>
<td>- Research.</td>
</tr>
<tr>
<td>- Compare and contrast the structure of two or more texts</td>
<td>- Analyze the structure the author used to organize the text.</td>
<td>- Conduct short research projects (using several sources) to answer a question, including questions they choose, and to generate questions for further research.</td>
</tr>
<tr>
<td>- Analyze how the differing structures of two or more texts contribute to meaning and style.</td>
<td>- Determine an author’s point of view or purpose.</td>
<td>- Gather information from multiple print and digital sources.</td>
</tr>
<tr>
<td>- Analyze how the differences in perspectives of characters and the audience/reader create effects such as humor or suspense.</td>
<td>- Analyze how the author acknowledges/responds to conflicting evidence and/or points of view.</td>
<td>- Use search terms.</td>
</tr>
<tr>
<td>- Integration of Ideas and Analysis.</td>
<td>- Integration of Ideas and Analysis.</td>
<td>- Assess the credibility of sources.</td>
</tr>
<tr>
<td>- Analyze how different and similar a film or live production is to the original text.</td>
<td>- Evaluate the pros and cons of using different mediums (such as print, digital, video) to present a topic or ideas.</td>
<td>- Quote or paraphrase information from the sources (avoiding plagiarism).</td>
</tr>
<tr>
<td>- Analyze how a modern work of fiction draws on myths, traditional stories, or religious works.</td>
<td>- Delineate and evaluate the argument and claims in a text.</td>
<td>- Provide citations.</td>
</tr>
<tr>
<td>- Range of Reading and the Level of Complexity.</td>
<td>- Tell if the claims are sound and if the evidence is relevant and sufficient.</td>
<td></td>
</tr>
<tr>
<td>- Read and understand texts appropriate for eighth grade independently and for a sustained period of time.</td>
<td>- Recognize irrelevant evidence.</td>
<td></td>
</tr>
<tr>
<td>- Connect background knowledge and experiences to texts.</td>
<td>- Analyze two or more texts that present conflicting information on the same topic and identify which information is conflicting.</td>
<td></td>
</tr>
</tbody>
</table>
### Collaboration and Communication

- Follow predetermined rules to discuss grade level texts and topics.
- Track progress towards specific goals/deadlines and define individual roles for discussions.
- Come prepared for discussions by having read or studied the material; refer to the text and/or studied material when discussing the topic.
- Ask and answer questions that connect to others’ ideas; comment with relevant observations and ideas.
- Acknowledge new information and justify their views when applicable.
- Analyze the purpose of information presented in different formats and evaluate the motives behind the presentation.

### Collaboration and Communication (continued)

- Delineate a speaker’s argument and specific claims.
- Evaluate the soundness, relevancy, and sufficiency of evidence recognize irrelevant evidence.
- Presentation of Knowledge and Ideas.
- Present claims and findings in a focused manner.
- Use sound and relevant evidence, reasoning, and details.
- Adjust their speech based on the context and task.
- Integrate multimedia components and visuals in presentations to clarify and strengthen claims.

### Conventions of Standard English

- Demonstrate understanding of progressively more difficult standard grammar rules and parts of speech.
- Produce complete sentences and questions, as well as use conventions.
- Knowledge of Language.
- Use verbs in the active or passive voice, as well as in the conditional mood for effect.
- Vocabulary Acquisition and Use.
- Determine the meaning of unknown and multiple meaning words in level books using context clues, word parts, reference materials, and noting how words are related.
- Interpret figures of speech found in a text.
- Distinguish the connotations of words with similar denotations such as firm, persistent, resolute.
- Use grade-appropriate words and phrases.
### Grade 6

- The skills and understanding that students will gain during 6th grade are among the most important foundations for college and career readiness. These include working with ratios and rates and working with variables and variable expressions — the building blocks of algebra. Many topics will remain a major emphasis throughout the middle school years and into high school.

- Understanding ratios and rates, and solving problems involving proportional relationships (e.g., if took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?)

- Dividing fractions and solving related word problems (e.g., how wide is a rectangular strip of land with length 3/4 mile and area 1/2 square mile?)

- Using positive and negative numbers together to describe quantities; understanding the ordering and absolute values of positive and negative numbers

- Working with variables and expressions by generalizing the way numbers work (e.g., when adding numbers, the order doesn’t matter, so x + y = y + x; likewise, properties of addition and multiplication can be used to rewrite 24x + 18y as 6(4x + 3y), y + y + y as 3y)

- Understanding the process of solving simple equations

- Writing equations to solve word problems and describe relationships between quantities (e.g., the distance D traveled by train in time T might be expressed by an equation D = 85T, where D in miles and T is in hours)

- Reasoning about relationships between shapes to determine area, surface area, and volume

### Grade 7

- In 7th grade, students will grow in skill and understanding as they continue the previous grade’s work in proportional relationships, equations, and positive and negative numbers. These topics will remain a major emphasis throughout the middle school years and into high school. A good command of rates and proportional relationships, including percentages, is also an important life skill.

- Analyzing proportional relationships (e.g., by graphing in the coordinate plane), and distinguishing proportional relationships from other kinds of mathematical relationships (e.g., buying 10 times as many items will cost you 10 times as much, but taking 10 times as many aspirin will not lower your fever 10 times as much)

- Solving percent problems (e.g., tax, tips, and markups and markdowns)

- Adding, subtracting, multiplying, and dividing positive and negative numbers, and solving related word problems

- Solving word problems that have a combination of whole numbers, fractions, and decimals (e.g., a woman making $25 per hour receives a 10% raise; she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50)

- Solving equations such as 1/2 (x – 3) = 3/4 quickly and accurately, and writing equations of this kind to solve word problems (e.g., “I knocked over a carton of milk, and 3 cups were spilled before I set the carton upright again. When I poured out the remaining milk equally into two measuring cups, there was 3/4 of a cup of milk in each one. How much milk was originally in the carton?”)

- Solving percent of increase and decrease (e.g., making an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50)

- Solving problems involving scale drawings

- Using statistics to draw inferences and make comparisons (e.g., deciding which candidate is likely to win an election based on a survey)

### Grade 8

- In 8th grade, students will learn a number of skills and ideas that he or she must know and understand to be ready for college and career. Students will continue to learn how to write and reason with algebraic expressions.

- Students will also make a thorough study of linear equations with one and two variables. Building on previous work with relationships between quantities, students will be introduced to the idea of a mathematical function. Students will prepare for high school geometry by understanding congruence (same shape and size) and similarity of geometric figures.

- Understanding slope, and relating linear equations in two variables to lines in the coordinate plane

- Solving linear equations (e.g., −x + 5(x + 1/3) = 2x − 8); solving pairs of linear equations (e.g., x + 6y = −1 and 2x − 2y = 12); and writing equations to solve related word problems

- Understanding functions as rules that assign a unique output number to each input number; using linear functions to model relationships

- Analyzing statistical relationships by using a best-fit line (a straight line that models an association between two quantities)

- Working with positive and negative exponents, square root and cube root symbols, and scientific notation (e.g., evaluating \( \sqrt{36} + 64 \); estimating world population as \( 7 \times 109 \))

- Understanding congruence and similarity using physical models, transparencies, or geometry software (e.g., given two congruent figures, show how to obtain one from the other by a sequence of rotations, translations, and/or reflections)

- Understanding and applying the Pythagorean Theorem (\( a^2 + b^2 = c^2 \)) to solve problems
<table>
<thead>
<tr>
<th>GRADE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>The major concepts and skills studied in sixth grade are:</td>
</tr>
<tr>
<td>Understand the properties of waves and the wavelike property of energy in earthquakes, light and sound waves.</td>
</tr>
<tr>
<td>Understand the structure, classifications and physical properties of matter.</td>
</tr>
<tr>
<td>Understand characteristics of energy transfer and interactions of matter and energy.</td>
</tr>
<tr>
<td>Understand the earth, moon, sun, solar system, and the properties, structures and predictable motions of celestial bodies in the Universe.</td>
</tr>
<tr>
<td>Understand the structure of the earth and how interactions of constructive and destructive forces have resulted in changes in the surface of the Earth over time and the effects of the lithosphere on humans.</td>
</tr>
<tr>
<td>Understand the structures, processes and behaviors of plants that enable them to survive and reproduce.</td>
</tr>
<tr>
<td>Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>The major concepts and skills studied in seventh grade are:</td>
</tr>
<tr>
<td>Understand motion, the effects of forces on motion and the graphical representations of motion.</td>
</tr>
<tr>
<td>Understand forms of energy, energy transfer and transformation and conservation in mechanical systems.</td>
</tr>
<tr>
<td>Understand how the cycling of matter (water and gases) in and out of the atmosphere relates to Earth’s atmosphere, weather and climate and the effects of the atmosphere on humans.</td>
</tr>
<tr>
<td>Understand the processes, structures and functions of living organisms.</td>
</tr>
<tr>
<td>Understand the relationship of the mechanisms of cellular reproduction, patterns of inheritance and external factors to potential variation among offspring.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>The major concepts and skills studied in eighth grade are:</td>
</tr>
<tr>
<td>Understand the properties of matter and changes that occur when matter interacts in an open and closed container.</td>
</tr>
<tr>
<td>Explain the environmental implications associated with the various methods of obtaining, managing, and using energy resources.</td>
</tr>
<tr>
<td>Understand the hydrosphere and the impact of humans on local systems and the effects of the hydrosphere on humans.</td>
</tr>
<tr>
<td>Understand the history of Earth and its life forms based on evidence of change recorded in fossil records and landforms.</td>
</tr>
<tr>
<td>Understand the hazards caused by agents of diseases that affect living organisms.</td>
</tr>
<tr>
<td>Understand how biotechnology is used to affect living organisms.</td>
</tr>
<tr>
<td>Understand how organisms interact with and respond to the biotic and abiotic components of their environment.</td>
</tr>
<tr>
<td>Understand the evolution of organisms and landforms based on evidence, theories and processes that impact Earth over time.</td>
</tr>
<tr>
<td>Understand the composition of various substances as it relates to their ability to serve as a source of energy and building materials for growth and repair of organisms.</td>
</tr>
</tbody>
</table>
The major concepts and skills studied in sixth grade are:

Expand the knowledge, skills, and understandings of North Carolina and the United States acquired in elementary school by connecting those studies to their first formal look at a study of the world.

Focus on the discipline of geography by using the themes of location, place, movement, human-environment interaction, and region to understand the emergence, expansion, and decline of civilizations and societies.

Take a systematic look at the history and culture of various world regions including the development of economic, political, and social systems.

Learn about civilizations, societies, and regions in Africa, Asia, Europe and the Americas.

Recognize and interpret the “lessons of history”; those transferable understandings that are supported throughout time by recurring themes and issues.

The major concepts and skills studied in seventh grade are:

Expand upon the knowledge, skills, and understanding acquired in the sixth grade examination of early civilizations.

Study the world from the Age of Discovery to contemporary times in order to understand the implications of increased global interactions.

Focus on the discipline of geography by using the themes of location, place, movement, human-environmental interaction and region to understand modern societies and regions.

Understand conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs, and the impact of environment over time.

Examine various civilizations, societies, and regions in Africa, Asia, Europe and the Americas.

Recognize patterns and connections between facts and related ideas in order to reach a deeper understanding of the content.

Interpret the “lessons of history”; those transferable understandings that are supported throughout time by recurring themes and issues.

The major concepts and skills studied in eighth grade are:

Integrate United States history with the study of North Carolina history. This integrated study helps students understand and appreciate the legacy of our democratic republic and to develop skills needed to engage responsibly and intelligently as North Carolinians.

Focus on critical events, personalities, issues, and developments in the state and nation from the Revolutionary Era to contemporary times.

Analyze 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.

Recognize patterns and connections between facts and related ideas in order to reach a deeper understanding of the content.

Interpret the “lessons of history”; those transferable understandings that are supported throughout time by recurring themes and issues.

The standards are organized around five strands: history; geography and environmental literacy; economics and financial literacy; civics and governance; and culture. The strands will not be taught in isolation, but will be woven together in an integrated study that helps to tell the complete story of our state and nation.
### Grade 6

Focus Areas:
- Learn about decision making and goal setting.
- Understand positive stress management techniques.
- Focus upon the relationship between healthy expression of emotions and behaviors.
- Study dietary guidelines as they are related to planning healthy nutrition and fitness.
- Analyze food fact Labels.
- Discover lifelong nutrition and health-related fitness concepts.
- Discuss health risks associated with alcohol, tobacco, and other drug use.
- Focus upon risk reduction behaviors to protect self and others from alcohol, tobacco, and other drugs.
- Understand wellness, disease prevention, and recognition of symptoms.
- Analyze health information and products.
- Discuss the protection of environment.
- Understand healthy interpersonal communication and relationships.
- Emphasize motor skills and movement needed to perform a variety of physical activities.
- Understand the importance of a health-enhancing level of physical fitness.

### Grade 7

Focus Areas:
- Learn about positive stress management.
- Understand healthy relationships and behaviors.
- Learn about depression and mental health.
- Use My Plate and Food Fact Labels to plan and employ healthy nutrition and fitness.
- Apply lifelong nutrition and health-related fitness concepts.
- Focus upon health risks associated with alcohol, tobacco, and other drug use.
- Understand wellness, disease prevention and recognition of symptoms.
- Learn about the immune system.
- Evaluate health information and products.
- Discover basic first aid and injury prevention.
- Understand healthy interpersonal communication and relationships.
- Demonstrate a more advanced level of competency in manipulative skills that impact the quality of movement patterns.
- Apply game strategies and tactics in a variety of games and activities.
- Focus upon the relationship between physical activity and calorie intake.

### Grade 8

Focus Areas:
- Learn about problem solving strategies.
- Understand decision making and goal setting.
- Use dietary guidelines to plan healthy, nutritious meals.
- Understand the relationship of nutrition to the prevention of disease.
- Discuss eating disorders.
- Recognize the benefits of regular activity and good nutrition to enhance quality of life.
- Understand the health risks with alcohol, tobacco, and other drug use.
- Study chronic diseases (asthma, allergies, diabetes, epilepsy).
- Discuss global environmental problems.
- Learn about the Heimlich and CPR.
- Discuss healthy and unhealthy relationships.
- Advance skill in team, individual, dual sports, outdoor pursuits, and dance.
- Integrate strategies and tactics within a game.
- Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

In the 21st Century, the importance and value of quality physical education and personal fitness is being recognized as never before. This growing awareness is accompanied with the knowledge that childhood is the time to begin the development of active and healthy lifestyles. In recent years, a growing body of research, theory, and practical experience has sharpened our understanding of the beneficial aspects of our Physical Education programs and those aspects that are counterproductive.
## NC ESSENTIAL STANDARDS
### ARTS EDUCATION

<table>
<thead>
<tr>
<th>THEATER ARTS</th>
<th>MUSIC EDUCATION</th>
<th>VISUAL ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student will:</strong></td>
<td><strong>The student will:</strong></td>
<td><strong>The student will:</strong></td>
</tr>
<tr>
<td>• Use movement, voice, and writing to communicate ideas and feelings.</td>
<td>• Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.</td>
<td>• Use the language of visual arts to communicate effectively.</td>
</tr>
<tr>
<td>• Use performance to communicate ideas and feelings.</td>
<td>• Interpret the sound and symbol systems of music.</td>
<td>• Apply creative and critical thinking skills to artistic expression.</td>
</tr>
<tr>
<td>• Analyze literary texts and performances.</td>
<td>• Create music using a variety of sound and notational sources.</td>
<td>• Create art using a variety of tools, media, and processes, safely and appropriately.</td>
</tr>
<tr>
<td>• Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.</td>
<td>• Understand the interacting elements in order to respond to music and music performances.</td>
<td>• Understand the global, historical, societal and cultural contexts of the visual arts.</td>
</tr>
<tr>
<td>• Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.</td>
<td>• Understand the global, interdisciplinary, and 21st century connections with music.</td>
<td>• Understand the interdisciplinary connections and life applications of the visual arts.</td>
</tr>
<tr>
<td>• Understand the traditions, roles, and conventions of theatre as an art form.</td>
<td></td>
<td>• Use critical analysis to generate responses to a variety of prompts.</td>
</tr>
</tbody>
</table>

Although each program is designed for individual grade levels, it is important to remember that all students do not fit into neatly prescribed categories of learning. Therefore, students should be individually assessed and consequently presented with appropriate art opportunities.
Career development is a lifelong process by which individuals develop and refine their self-identity as it relates to life and employment decisions. Middle school students have reached a critical age where they can explore career decision making and develop future educational plans. Career development experiences for middle grades students are designed to be exploratory in nature and not designed to develop specific skills. The mission of the Middle Grades Career Development Program is to allow all students to participate in activities intended to explore career opportunities so that they are more prepared to make wise decisions about education pathways in high school to prepare them for future career goal choices in high school and beyond.

As a participant in the Middle Grades Career Development Program, the student will:

• Explore self-awareness.
• Use computers and technology.
• Learn sources of up-to-date career information.
• Complete career interest inventories, a learning styles assessment, and other assessments relating to career decisions.
• Participate in hands-on career exploration activities.
• Be aware of career pathway opportunities available in and beyond high school.
• Be familiar with employment opportunities available in Union County and surrounding geographic areas.
• Develop a four-year plan outlining tentative courses to take in high school.

Beginning in middle school, students will have the opportunity to register with CFNC.org and other college and career planning sites. These sites will allow students to work with High School Career Development Coordinators, Career Technology Education Teachers, academic teachers and/or counselors to help them develop a quality education plan.

Starting in 2017-2018, UCPS 8th graders will have an early opportunity to set their course for college or a career readiness. Students will take PSAT 8/9 in January at no cost, and the results will help determine what students need to work on most so that they are ready for college and/or a career when they graduate from high school. School counselors will assist students with identifying pathways of interest and planning for graduation. All students will have access to Naviance, which is an additional tool to help students align their strengths and interests to college and career readiness.
The Information and Technology Essential Standards (ITES) for media and technology identify the essential knowledge and skills that all students need to be active, lifelong learners in a technology-intensive environment. Technology is undergoing rapid change, and new and improved technological advances appear almost daily. The standards are designed to form the foundation for continuous learning and to be applicable to ever-changing innovations. To become technologically proficient, the student must develop these skills over time through independent, collaborative, and blended instructional approaches to the curriculum and learning opportunities. These skills are necessary for all students and will be introduced and refined collaboratively by all teachers as an integral part of the learning process. In addition, the use of the student Chromebook within the district’s 1:1 initiative will allow exposure and mastery of the ITES clarifying objectives.

The ITES standards represent the “must have” information and technology skills/knowledge that each student must have in order to achieve success at the next level. The standards are designed to be delivered by classroom teachers in all curricular areas and grade levels. Goals and strategies are implemented through integrated activities in all content areas rather than through one specific course.

Standards covered by each grade level include the following:

<table>
<thead>
<tr>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student will:</td>
<td>The student will:</td>
</tr>
<tr>
<td>• Analyze resources to determine their reliability, point of view, bias, and relevance for particular topics and purposes.</td>
<td>• Evaluate information resources based on specified criteria.</td>
<td>• Evaluate information resources based on specified criteria.</td>
</tr>
<tr>
<td>• Use technology, and other resources, for the purpose of accessing, organizing, and sharing information.</td>
<td>• Use technology and other resources for assigned tasks.</td>
<td>• Use technology and other resources for assigned tasks.</td>
</tr>
<tr>
<td>• Apply a research process for collaborative and Individual research.</td>
<td>• Apply a research process to complete given tasks.</td>
<td>• Apply a research process to complete project-based activities.</td>
</tr>
<tr>
<td>• Apply responsible behaviors when using information and technology resources.</td>
<td>• Apply responsible behaviors when using information and technology resources.</td>
<td>• Analyze responsible behaviors when using information and technology resources.</td>
</tr>
</tbody>
</table>

Focus areas for Grades 6-8:
- Responsible and safe use of online resources
- Using Copyright and Fair Use Guidelines
- Refining application skills including word processing, multimedia, databases and spreadsheets
- Locating and retrieving information from the internet and online databases
- Evaluating resources and information for accuracy and usefulness
- Selecting and using a variety of technological tools to develop projects in content areas
In order for today’s students to function in the 21st century, they must be able to acquire, evaluate, and use information effectively. Information Literacy Skills curriculum emphasizes the problem solving, critical and creative thinking, decision making, and cooperative learning that prepare students for the challenges in society.

The curriculum is more than lessons to be taught at a fixed time. It offers the wider window of opportunity to connect learning with meaningful experiences. In collaboration with all classroom teachers, the media coordinator focuses on student involvement, activity, and action. Through the integration of process and content, today’s learners will be better educated to live in a democratic society.

The learner will:

- **EXPLORE** sources and formats for reading, listening, and viewing purposes.
- **IDENTIFY** and **USE** criteria for excellence to evaluate information and formats.
- **RELATE** ideas and information to life experiences.
- **EXPLORE** and **USE** research processes to meet information needs.
- **COMMUNICATE** reading, listening, and viewing experiences.

**LAPTOP 1:1 INITIATIVE**

Students and teachers in grades six, seven, and eight will continue to participate in the district’s Chromebook 1:1 program. Information, policies, and procedures related to this program can be found on the district website at ucps.k12.nc.us under the Parents tab then Empowered Family Portal. Information is also located on each middle school’s website under the Parents & Students tab.
Middle School World Language programs vary per school for length of study and languages offered.

Middle School Programs vary between:
- Exploratory Courses
- Beginning Courses
- Continuing Courses

PROGRAM GOALS:
All three programs (Beginning, Continuing, and High School Level One) introduce students to knowledge about the language and provide students the opportunity to practice proficiency while learning about the relevant world culture. The emphasis is placed on the development of the four skills (listening, speaking, reading, and writing) with special attention given to the listening and speaking skills first. Grammar, rather than being the focus of instruction, is integrated into lessons. The three programs vary as to the depth and duration of study as well as the starting point.

According to North Carolina World Languages Essential Standards, as learners make connections to literacy, language, other disciplines, and communities that speak the language of study, the learner will:
- Use the language to engage in interpersonal communication.
- Understand words and concepts presented in the language.
- Use the language to present information to an audience.
- Compare the students’ culture and the target culture.

High School Level One is available for high school graduation credit at some middle schools for Chinese, French or Spanish for 8th graders who met the criteria for course entry.

6th grade programs are exploratory in nature and usually last six weeks. Exploratory programs permit students to understand the basics of language learning that will help them decide on their path to more formal language study.
- The French and Spanish 6th grade program topics include: greetings, introductions, classroom instructions and objects, numbers and dates, describing friends and family as well as some basic actions.
- The Chinese 6th grade program topics include: greetings, introductions, classroom instructions and objects, numbers and ages, facial features, describing people’s height and facial features. Students learn the fundamentals of character strokes and are able to read and write some basic characters while using the phonetic version of the language, pinyin.

PARENT TIP: Make life with your middle school student more enjoyable! Don’t take things personally. Although he or she may not say so often, your young adolescent loves and admires you.
• **7th and 8th grade** programs focus on understanding and using the language while laying the foundation for high school credit programs.

• The French 7th – 8th grade program topics include: introductions, numbers, classroom instructions, numbers, greetings, ages, likes and dislikes, preferred activities, classroom subjects and times, school objects, colors, sports, hobbies, weather, months, seasons, foods and beverages, places to go, things to do, and describing family members. Amount covered depends on the duration of the course.

• **The Spanish 7th – 8th grade** program topics include: greetings, introductions, dates and days, weather, seasons, time, introductions, classroom instructions, likes and dislikes, personality descriptions, school classes, foods and beverages, good health, leisure activities, sports, places in the community, families, celebrations, age and ordering in a restaurant. Amount covered depends on the duration of the course.

• **The Chinese 7th – 8th grade** program topics include: greetings, introductions, countries, nationalities, family members, numbers, homes, foods and drinks, students and school classes, dates and days of the week, and time. Students learn the fundamentals of character strokes and are able to read and write some basic characters while using the phonetic version of the language, pinyin, as a pronunciation tool.

Union County Public Schools offers dual language immersion instruction in middle school for students who have completed dual language immersion instruction from kindergarten through fifth grade in an UCPS elementary school or have been admitted through the Late Entry Process.

**Dual Language Immersion Program**

The UCPS Middle School Dual Language Immersion Program is as follows:

<table>
<thead>
<tr>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science in Mandarin or Spanish AND Social Studies in Mandarin or Spanish</td>
<td>Science in Mandarin or Spanish AND Social Studies in Mandarin or Spanish</td>
<td>Mandarin Heritage II OR Spanish Heritage II</td>
</tr>
</tbody>
</table>

**6th and 7th Grade Curriculum:** Students in the dual language immersion program will learn all concepts for the NC Essential Standards for Science and Social Studies for their grade level in Mandarin or Spanish. See the Science and Social Studies curriculum pages in this document for specific content information. In addition, teachers will conclude the units of study with a ‘bridge’ unit that includes terms in English. Students will take the North Carolina Final Exam (NCFE) for Science and Social Studies in English in Grade 6 and in Grade 7.
8th Grade Curriculum: Students in the UCPS Dual Language Immersion Program will enroll in the NC World Language course Mandarin Heritage II or Spanish Heritage II for high school credit. This course is comparable to a Level III high school world language course but is designed for dual language immersion students. This course includes more advanced literature and informational text, writing opportunities and speaking practice (formal presentations, debate and dramatic mini-performances.).

World Language High School Credit: 6th grade students will take the ‘Credit by Demonstrated Mastery’ exam for the potential to earn high school credit for Mandarin Chinese I or Spanish I. 7th grade students will take the ‘Credit by Demonstrated Mastery’ exam for the potential to earn high school credit for Mandarin Chinese II or Spanish II. Students who complete the middle school dual language immersion sequence of instruction may enroll in Mandarin IV or Spanish IV and subsequent advanced language courses in high school.

Opportunities to Earn High School Credit in Middle School

<table>
<thead>
<tr>
<th>6TH GRADE WORLD LANGUAGE HIGH SCHOOL CREDIT:</th>
<th>7TH GRADE WORLD LANGUAGE HIGH SCHOOL CREDIT:</th>
<th>8TH GRADE WORLD LANGUAGE HIGH SCHOOL CREDIT:</th>
<th>HIGH SCHOOL HS CREDIT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandarin Chinese I or Spanish I through Credit by Demonstrated Mastery assessment</td>
<td>Mandarin Chinese II or Spanish II through Credit by Demonstrated Mastery assessment</td>
<td>Mandarin Chinese Heritage II* or Spanish Heritage II* through enrollment (*comparable to Level III)</td>
<td>Mandarin Chinese IV or Spanish IV++ or another language through enrollment</td>
</tr>
</tbody>
</table>

NC Global Languages Endorsement: Students who complete Level IV or the equivalent earn the NC Global Languages Endorsement (“seal of biliteracy”) on their high school diploma.

Late Entry Process: Those who did not attend dual language immersion instruction K - 5 in UCPS and wish to apply for entrance into the UCPS Dual Language Immersion Middle School Program should contact the school in their cluster about potential openings and language assessment in Mandarin or Spanish.

Transfers: Those interested parties whose cluster does not have a Middle School Dual Language Immersion Program in the language of their choice can inquire about openings in other clusters.
The following guidelines were mutually developed by representatives of each middle school in order to provide a degree of consistency among the schools:

- The honor organization at the middle school, whether National Junior Beta Club or National Junior Honor Society, is considered a service and leadership club or group. Entrance is based on high academic achievement and outstanding citizenship and character.

- **Affiliation**: Middle schools may affiliate with the National Junior Beta Club and/or the National Junior Honor Society.

- Seventh and eighth grade students may be considered for membership into the NJHS/NJBC.

- Math, science, social studies, language arts, and health/physical education are to be included in determining grade averages for membership into either club. A minimum average of 92.00 is required for entrance into the National Junior Honor Society and minimum of 92.00 for the National Junior Beta Club. This minimum of 92.00 must be in grade-level, or above, classes and may not be the results of rounding. A student’s discipline record will also be considered for membership eligibility.

**Induction into National Honor Society or Beta Club:**

**Grade 6:**
No induction

**Grade 7:**
After 5th six weeks grading period using grades from 7th grade only

**Grade 8:**
After 3rd six weeks grading period using grades from 8th grade plus grades from 7th grade*

*7th grade final report card grades counted twice, 8th grade semester grades counted once

**Conduct for all inductees:**
No more than one “N” in any subject
No “U” in any subject from time of entry in 7th grade
Any member whose average on any individual reporting period falls below 92.00 in National Junior Honor Society or in National Junior Beta Club for any grading period will be on probation for one grading period. A member may be on probation only once. If the grades are not brought up to meet the requirements during probationary grading, the member will be automatically dismissed. Any student with a discipline referral resulting in ISS (in school suspension) or 1 (one) day of OSS (out of school suspension) will be placed on probation for the current school year. Any additional assignment to ISS or more than one day of OSS during the current school year will result in immediate and permanent dismissal. Once inducted, the first “N” on conduct in any subject results in probation. The second “N” in any subject results in dismissal. The first “U” on conduct results in dismissal. A member who is on probation may attend meetings, but may not vote or participate in club activities. Students dismissed will not be eligible to return.

All classes, including cultural arts and Health/PE, will count toward honor roll. To be on the “A” Honor Roll, a student must have all A’s on his/her report card for the grading period.

To be on the “A-B” Honor Roll, a student must have all A’s and B’s on his/her report card for the grading period. A minimum of one A is required for the “A-B” Honor Roll.

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David Puckett

Reflections From a Teacher’s Heart

The Middle Years
It's not easy...
Teaching the kids in the middle...
They’re so headstrong,
  they know it all.
They’ve forgotten how to walk.
They’ve remembered how to cry.
They’re grown-up one day,
a child the next.
They hate the way they look.
They hate the way you look at them.
They hate their name.
They have little respect for anyone or anything.

They’re hard.
They’re hard to love...
They’re hard to teach...
  They’re hard to understand...
They’re hard.

Help me remember,
There’s only one thing harder than teaching the kid in the middle...
Being one!
OVERVIEW OF MIDDLE SCHOOL STANDARDIZED TESTING

STUDENT ACCOUNTABILITY STANDARDS

**GRADE 6**
- InView Test
- READY EOG Reading Assessment
- READY EOG Math Assessment
- NC Final Exam Science
- NC Final Exam Social Studies

**GRADE 7**
- READY EOG Reading Assessment
- READY EOG Math Assessment
- NC Final Exam Science
- NC Final Exam Social Studies

**GRADE 8**
- READY EOG Reading Assessment
- READY EOG Math Assessment
- READY EOG Science Assessment
- NC Final Exam Social Studies
- PSAT 8
- Specific Students Only:
  - READY EOC Math I Assessment
  - NC Final Exam Math II
  - NC Final Exam English I
  - Final Exam World Language I

PROMOTION/RETENTION OF STUDENTS

To be promoted to the next grade, middle school students must demonstrate grade level proficiency by scoring a Level III or above on READY EOG Assessments in reading and math. Students must pass English/Language Arts and Mathematics. Additionally, the student must also pass two (2) of the following three (3) subjects: Science, Social Studies, and Health/Physical Education. Students who do not meet academic promotion standards may be required to attend accountability review meetings at the conclusion of the school year. The promotion policy also provides special consideration for some students with disabilities or who have limited English proficiency. Eventually, limited English proficient students must meet the same requirements as other high school students in order to receive their diploma.

INTERVENTION STRATEGIES

Students not meeting the READY EOG standards or those at risk of not meeting the standards will be provided focused interventions. A Personalized Education Plan (PEP)/Intervention Plan is an individually designed plan, usually focused on just the academic needs of the student, but may also address behavioral problems if they are the cause of a student’s lack of proficiency. The plan will be developed after the student has scored below the proficiency level on the READY End of Grade test or local assessments, or is in danger of failing based on local standards. Focused intervention strategies, such as extended school day programs (summer, after school and/or Saturday academies), tutorial sessions, intensive parental involvement, small group instruction within the classroom, personalized digital learning and reduced class size are some of the intervention strategies that might be used by a school.
SPECIAL PURPOSE HIGH SCHOOL

CENTRAL ACADEMY OF TECHNOLOGY & ARTS
Central Academy of Technology & Arts (CATA), Union County’s first magnet-based high school, offers focused curriculum in the fields of pre-engineering, information systems, medical sciences, performing arts, and transportation systems. Regular academics, such as English, mathematics, sciences, social studies, and world language, are integrated with the technology curriculum. Instruction includes high-tech concepts required in today’s international market by the most progressive businesses in America and abroad.

More information and the application process for eighth graders interested in attending this high school can be found at http://cata.ucps.k12.nc.us.

UNION COUNTY EARLY COLLEGE
Union County Early College is a non-traditional public high school offered through the New Schools Project and the Governor’s office. Early College is a five year program (grades 9-13) which offers students the opportunity to earn a high school diploma as well as an associate degree in college at no cost to the student.

Limited enrollment, smaller class size, and supportive teacher relationships inspire and help students succeed in becoming college ready through the challenging high school curriculum. Each year, rising ninth grade students can apply for consideration for admission. Students must live in Union County, be performing on grade level, ready to work hard and take difficult courses with teacher help, and be ready to make new friends from all other middle schools. Eighth grade students will be informed of the application process through the counselors at the middle schools. For more information visit the website at http://ucec.usps.k12.nc.us.

- Robert Ricken
The Middle School Years: Love Me When I'm Most Unlovable

Do you see me when you look at our faces?
Am I just part of the crowd?
Do you even know my name?

Did you notice:
I typed my book report?
I bought a binder for my lab work?
I smile during your class?

I look for any sign of recognition.
A good grade is okay, but a personal comment makes my day.
<table>
<thead>
<tr>
<th>INTELLECTUAL DEVELOPMENT</th>
<th>PHYSICAL DEVELOPMENT</th>
<th>PSYCHOLOGICAL DEVELOPMENT</th>
<th>SOCIAL DEVELOPMENT</th>
<th>MORAL AND ETHICAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are intensely curious</td>
<td>• Are concerned about their physical appearance</td>
<td>• Are optimistic and hopeful</td>
<td>• Seek peer approval and acceptance</td>
<td>• Have a strong sense of fairness in human relationships</td>
</tr>
<tr>
<td>• Face decisions that may affect long term academic values</td>
<td>• Experience fluctuations in metabolism causing extreme restlessness and listlessness</td>
<td>• Exhibit erratic emotions and behavior</td>
<td>• Exhibited desire for independence and desire to please</td>
<td>• Face hard moral and ethical questions</td>
</tr>
<tr>
<td>• Argue to convince</td>
<td>• Develop physically at different rates—girls develop earlier than boys</td>
<td>• Are moody and restless; often feel self-conscious, lack self-esteem</td>
<td>• Show rebellious behaviors toward parents, but are dependent on parental values</td>
<td>• For which they are unprepared to cope</td>
</tr>
<tr>
<td>• Rate personal concerns 1st and academics 2nd</td>
<td>• Have poor levels of endurance, strength, and flexibility and lack physical health</td>
<td>• Are easily offended and sensitive to criticism</td>
<td>• Use peers and media role models as sources for standards of behavior</td>
<td>• Are dependant on home and church for moral and ethical choices</td>
</tr>
<tr>
<td>• Begin as concrete thinkers, then move to abstract thinkers</td>
<td>• Consume large amounts of improper foods</td>
<td>• Search for adult acceptance</td>
<td>• Ask broad unanswerable questions about life</td>
<td></td>
</tr>
<tr>
<td>• Exhibit unorganized behavior</td>
<td></td>
<td>• Take sarcasm at face value, yet heartless in their own comments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Prefer engaging</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

- Robert Ricken
The Middle School Years:
Love Me When I’m Most Unlovable

<table>
<thead>
<tr>
<th>Am I an adult or child?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m allowed to watch the house for a little while, but never for a weekend.</td>
</tr>
<tr>
<td>At the movies, I pay adult prices;</td>
</tr>
<tr>
<td>However, I’m not allowed to see R-rated films.</td>
</tr>
<tr>
<td>I ask again, “Is a teenager an adult or child?”</td>
</tr>
</tbody>
</table>
The first tip is thinking ahead... One of our best tools as parents is being prepared. As your son or daughter gets to the middle school years, get ready for at least occasional conflicts. Think through what is truly important to you. Is the youngster’s hairstyle as important as homework? Isn’t curfew more of a concern than crabiness? Obviously, dawdling is a lot easier to accept than drugs. As these give-and-take situations start, know ahead of time what areas you are willing to negotiate and what areas are absolutes.

Break down big chores into small parts. Sometimes young people feel overwhelmed by tasks, especially those they’ve let go for a long time. A disastrous bedroom, twenty-three overdue math assignments, a long-term project that’s “suddenly” due in a few days (or hours!); all of these cause the preadolescent to choose to give up rather than get started.

Help your child by setting up smaller goals: clean off your bed; get five assignments done tonight; assemble the materials for the project. Preadolescents have trouble structuring tasks so that they are more approachable. In an even and off-hand way, we can help them in this.

Encourage your middle schooler to keep a daily list (weekly is too much) with a few things on it to be done that day. It may be necessary to assign a specific time to each task. When the task is completed, draw a line through it to show accomplishment.

Don’t hesitate to remind your middle schooler about appointments and due dates. Try to think ahead about materials required for a project (unless you look forward to late-evening visits to K-Mart). This will not last forever. When this same child was learning to walk, we held his or her hands and made the path smooth. Now he or she is learning to take on a tremendous assortment of life-tasks and changes; hand-holding (but not the firm, physical grip previously necessary) is needed for about a year or so as your middle schooler gets started on the road to being a responsible adult.

Be willing to listen — but don’t poke or pry. Kids this age value independence and often seem secretive. Keeping to themselves is part of the separateness they are trying to create. Let them know you’d love to help them, but don’t push them into a defensive position.

If your child is in the midst of a longtime friendship that is falling apart, the best thing you can do is stand by and be a good listener. It is devastating for us to see our children hurting, but taking sides or intervening is not appropriate, nor will it help. Preadolescents do survive these hurts, especially if they know we are there to listen to their pain.

Friends are people who accept us as we are. They listen, they don’t needlessly criticize, they back us up when we’re right and pick us up when we’re down. Be a friend to your middle schooler; some days kids feel you’re the only one they have.
All friendships have ups and downs. Children need to learn that being “best friends” isn’t always smooth sailing. People have differences of opinion and even get angry, but they still care for each other. This is what’s going on when we get involved in those “I-hate-her-she- is-so- stuck-up-and-how-could-she-do-this-to-me” conversations. As parents we must help our kids see that one problem doesn’t ruin a relationship, but stubbornness might. Middle schoolers have a lot of spats and falling outs, but often the friends are back together again in a short time.

When reprimanding, deal only with the precise problem, don’t bring in other issues. “The trash is still here, and I want it out, now,” is better than, “You are so lazy! I told you to take that trash out two hours ago and it’s still here! You’d live in a pigsty, wouldn’t you? Well, you aren’t the only one in this house, you know...”

If the issue is minor, keep things light. The shoes on the floor, the wet towel on the bed, the carton left open; these are maddening, perhaps, but not earth-shattering. Call attention to them in a humorous way, so your middle-schooler knows you want action but you aren’t being punitive. “Either the cat’s smarter than I thought or you left the milk carton open on the counter. One of you please put it back before it spoils.”

Don’t use power unless it’s urgent. Parents have the ultimate power, and kids know it. We don’t have to “prove” it to them at every turn. Save your strength for those really important issues you’ve decided are non-negotiable. Eventually kids are going to possess power of their own, and we want them to be able to use it wisely.

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