



UCPS
UNION COUNTY PUBLIC SCHOOLS



MIDDLE SCHOOL CURRICULUM GUIDE 2021-22



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

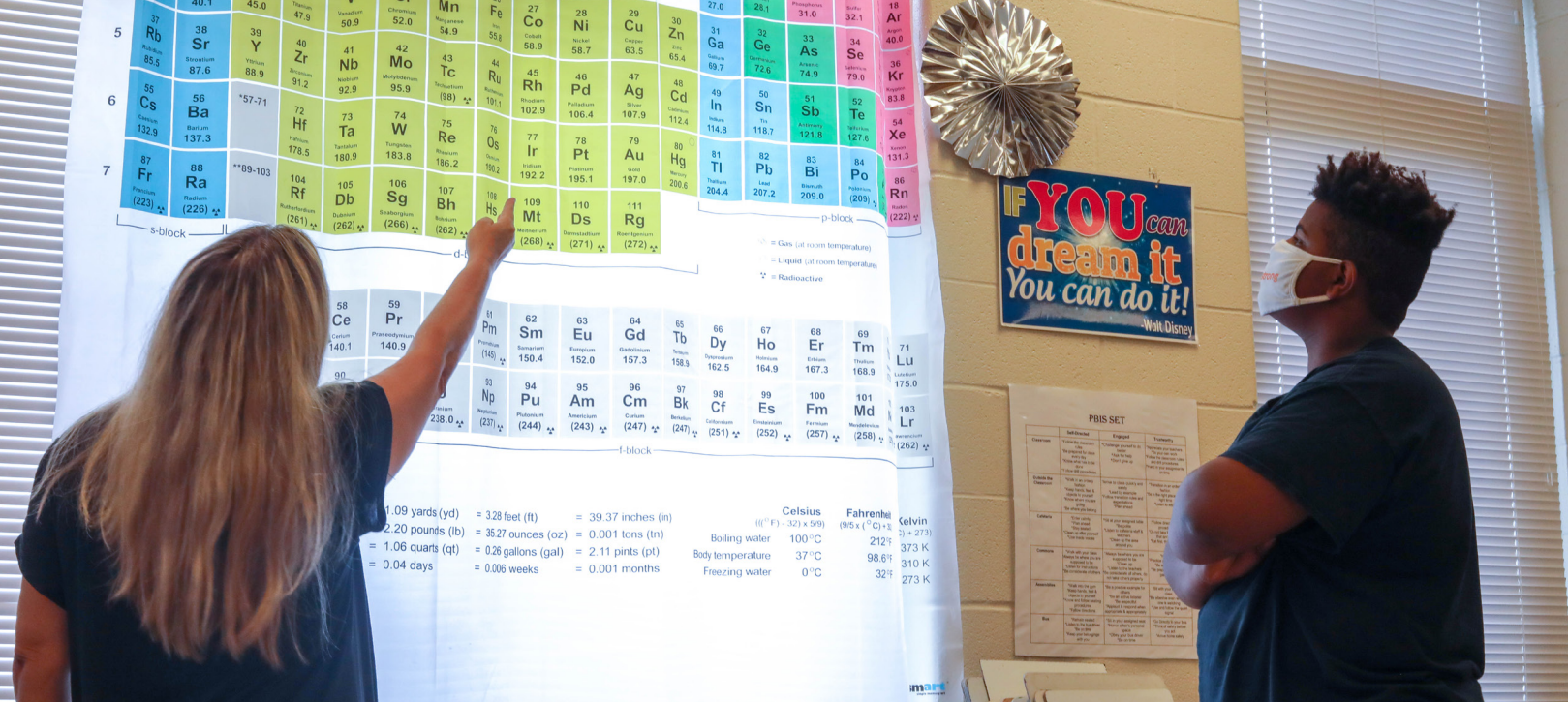


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Union County Middle Schools



CUTHBERTSON MIDDLE

1520 Cuthbertson Road
Waxhaw, NC 28173
704-296-0107
cms.ucps.k12.nc.us

EAST UNION MIDDLE

6010 W. Marshville Blvd.
Marshville, NC 28103
704-290-1540
eums.ucps.k12.nc.us

MARVIN RIDGE MIDDLE

2831 Crane Road
Waxhaw, NC 28173
704-290-1510
mrms.ucps.k12.nc.us

MONROE MIDDLE

601 E. Sunset Drive
Monroe, NC 28112
704-296-3120
mms.ucps.k12.nc.us

PARKWOOD MIDDLE

3219 Parkwood School Road
Monroe, NC 28112
704-764-2910
pwms.ucps.k12.nc.us

PIEDMONT MIDDLE

2816 Sikes Mill Road
Monroe, NC 28110
704-296-6350
pdms.ucps.k12.nc.us

PORTER RIDGE MIDDLE

2827 Ridge Road
Indian Trail, NC 28079
704-225-7555
prms.ucps.k12.nc.us

SOUTH PROVIDENCE

500 S. Providence Street
Waxhaw, NC 28173
704-290-1580
sps.ucps.k12.nc.us

SUN VALLEY MIDDLE

1409 Wesley Chapel Road
Indian Trail, NC 28079
704-296-3009
svms.ucps.k12.nc.us

WEDDINGTON MIDDLE

5903 Deal Road
Matthews, NC 28104
704-814-9772
wdms.ucps.k12.nc.us

CHARACTERISTICS OF SUCCESSFUL SCHOOLS FOR YOUNG ADOLESCENTS

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!*



MIDDLE SCHOOL |

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. Length of placement is conditional based on student success in the “Tired system” in place. Students may either transition back to “home school” or graduation from 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.

Grade	Numerical Value
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

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.

Please visit your school's website for the most updated information on Credit by Demonstrated Mastery.

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.

READING (Literature)	READING (Informational Text)	WRITING
<p>Key Ideas and Evidence</p> <ul style="list-style-type: none"> Cite evidence from the text to support analysis of what the text says. Cite evidence from the text when making inferences. Determine the theme and how it is conveyed through particular details. Summarize the text without opinions or judgments. Describe how a story's or drama's plot unfolds in a series of episodes. Describe how the characters respond or change as the story progresses. <p>Craft and Structure</p> <ul style="list-style-type: none"> Understand the meaning of words and phrases in a text. Analyze how specific words impact the meaning and tone of the text. 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. Explain how the author develops the point of view of the narrator or speaker. <p>Integration of Ideas and Analysis</p> <ul style="list-style-type: none"> Compare and contrast the experience of reading a story to listening or viewing an audio, video, or live version of the same story. Compare and contrast the approaches used to develop themes and topics in stories in different genres or forms. <p>Range of Reading and the Level of Complexity</p> <ul style="list-style-type: none"> Read and understand texts appropriate for sixth grade independently and for a sustained period of time. Connect background knowledge and experiences to texts. 	<p>Key Ideas and Evidence</p> <ul style="list-style-type: none"> Cite evidence from the text to support analysis of what the text says. Cite evidence from the text when making inferences. Determine the central idea and how it is conveyed through particular details. Summarize the text without opinions or judgments. Analyze how a key individual, event, or idea is introduced, illustrated and elaborated upon in a text. <p>Craft and Structure</p> <ul style="list-style-type: none"> Understand the meaning of words and phrases in texts on sixth grade topics. Analyze how specific words impact the meaning of the text. Analyze how particular sentences, paragraphs, chapters, or sections fit into the overall structure. Analyze how particular sentences, paragraphs, chapters, or sections contribute to the development of ideas. Determine an author's point of view or purpose. Explain the author's point of view or purpose is conveyed in the text. <p>Integration of Ideas and Analysis</p> <ul style="list-style-type: none"> Integrate information from different print and digital sources to develop a clear understanding of the topic. Trace and evaluate the argument and claims in a text; tell the difference between claims that are supported by reasons and evidence from those that are not. Compare and contrast one author's presentation of events from that of another. <p>Range of Reading and the Level of Complexity</p> <ul style="list-style-type: none"> Read and understand texts appropriate for sixth grade independently and for a sustained period of time. Connect background knowledge and experiences to texts. 	<p>Text Types, Purposes, and Publishing</p> <ul style="list-style-type: none"> Organize information and ideas based on a topic to plan and prepare to write. Write argument pieces that clearly introduces 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.

SPEAKING & LISTENING	SPEAKING & LISTENING	SPEAKING & LISTENING
<p>Collaboration and Communication</p> <ul style="list-style-type: none">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.	<p>Collaboration and Communication (continued)</p> <ul style="list-style-type: none">Delineate a speaker’s argument and specific claims.Tell the difference between claims that are supported by reasons/evidence and those that are not. <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none">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.	<p>Conventions of Standard English</p> <ul style="list-style-type: none">Demonstrate understanding of progressively more difficult standard grammar rules and parts of speech.Produce complete sentences and questions, as well as use of conventions. <p>Knowledge of Language</p> <ul style="list-style-type: none">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.

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.

READING (Literature)	READING (Informational Text)	WRITING
<p>Key Ideas and Evidence</p> <ul style="list-style-type: none"> Cite several pieces of evidence from the text to support analysis of what the text says. Cite several pieces of evidence from the text when making inferences. Determine the theme and analyze how it is developed. Provide an objective summary of the text. Analyze how elements (setting, character, plot) of a text interact. <p>Craft and Structure</p> <ul style="list-style-type: none"> Understand the meaning of words and phrases in a text. Analyze how specific rhymes and repetitions impact the meaning and tone of the text. Analyze how a text's form or structure contributes to its meaning. Analyze how an author develops and contrasts different perspectives. Integration of Ideas and Analysis Compare and contrast a written story to an audio, video, or live version of the same story. Compare and contrast texts. <p>Range of Reading and the Level of Complexity</p> <ul style="list-style-type: none"> Read and understand texts appropriate for seventh grade independently and for a sustained period of time. Connect background knowledge and experiences to texts. 	<p>Key Ideas and Evidence</p> <ul style="list-style-type: none"> Cite evidence from the text to support analysis of what the text says. Cite evidence from the text when making inferences. Determine the central idea and how it is conveyed through particular details. Summarize the text without opinions or judgments. Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated upon in a text. <p>Craft and Structure</p> <ul style="list-style-type: none"> Understand the meaning of words and phrases in texts on sixth grade topics. Analyze how specific words impact the meaning of the text. Analyze how particular sentences, paragraphs, chapters, or sections fit into the overall structure. Analyze how particular sentences, paragraphs, chapters, or sections contribute to the development of ideas. Determine an author's point of view or purpose. Explain the author's point of view or purpose is conveyed in the text. Integration of Ideas and Analysis. Integrate information from different print and digital sources to develop a clear understanding of the topic. Trace and evaluate the argument and claims in a text; tell the difference between claims that are supported by reasons and evidence from those that are not. Compare and contrast one author's presentation of events from that of another. <p>Range of Reading and the Level of Complexity</p> <ul style="list-style-type: none"> Read and understand texts appropriate for sixth grade independently and for a sustained period of time. Connect background knowledge and experiences to texts. 	<p>Text Types, Purposes, and Publishing</p> <ul style="list-style-type: none"> Organize information and ideas based on a topic to plan and prepare to write. Write argument pieces that clearly introduces 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 link to/cite sources, as well as collaborate and interact with others. Research. Conduct short research projects to answer a question (using several sources) and to generate questions for further research. Gather information from multiple print and digital sources. Assess the credibility of sources. Quote or paraphrase information from the sources (avoiding plagiarism). Provide citations.

SPEAKING & LISTENING

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.

SPEAKING & LISTENING

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.

SPEAKING & LISTENING

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.
- 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.



READING (Literature)	READING (Informational Text)	WRITING
<p>Key Ideas and Evidence</p> <ul style="list-style-type: none"> • Cite evidence from the text that most strongly supports analysis of what the text says. • Cite evidence from the text that most strongly supports their inferences. • Determine the theme and analyze how it is developed. • Provide an objective summary of the text. • Analyze how lines of dialogue or incidents propel the action, reveal aspects of the characters, or provoke a decision. <p>Craft and Structure</p> <ul style="list-style-type: none"> • 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) • Compare and contrast the structure of two or more texts. • Analyze how the differing structures of two or more texts contribute to meaning and style. • Analyze how the differences in perspectives of characters and the audience/reader create effects such as humor or suspense. • Integration of Ideas and Analysis. • Analyze how different and similar a film or live production is to the original text. • Analyze how a modern work of fiction draws on myths, traditional stories, or religious works. <p>Range of Reading and the Level of Complexity</p> <ul style="list-style-type: none"> • Read and understand texts appropriate for eighth grade independently and for a sustained period of time. • Connect background knowledge and experiences to texts. 	<p>Key Ideas and Evidence</p> <ul style="list-style-type: none"> • Cite evidence from the text that most strongly supports analysis of what the text says. • Cite evidence from the text that most strongly supports their inferences. • Determine the central ideas and analyze how it is developed. • Provide an objective summary of the text. • Analyze the connections among and distinctions between individuals, events, and ideas in a text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • 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). • Analyze the structure of a specific paragraph and how that paragraph develops and/or refines a key concept. • Analyze the structure the author used to organize the text. • Determine an author's point of view or purpose. • Analyze how the author acknowledges/ responds to conflicting evidence and/or points of view. • Integration of Ideas and Analysis. • Evaluate the pros and cons of using different mediums (such as print, digital, video) to present a topic or ideas. • Delineate and evaluate the argument and claims in a text. • Tell if the claims are sound and if the evidence is relevant and sufficient. • Recognize irrelevant evidence. • Analyze two or more texts that present conflicting information on the same topic and identify which information is conflicting. <p>Range of Reading and the Level of Complexity</p> <ul style="list-style-type: none"> • Read and understand texts appropriate for eighth grade independently and for a sustained period of time. • Connect background knowledge and experiences to texts. 	<p>Text Types, Purposes, and Publishing</p> <ul style="list-style-type: none"> • Organize information and ideas based on a topic to plan and prepare to write. • Write argument pieces that clearly introduces the claim, acknowledge opposing claims, and 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 present the relationships between information/ideas, as well as collaborate and interact with others. • Research. • Conduct short research projects (using several sources) to answer a question, including questions they choose, and to generate questions for further research. • Gather information from multiple print and digital sources. • Use search terms. • Assess the credibility of sources. • Quote or paraphrase information from the sources (avoiding plagiarism). • Provide citations.

SPEAKING & LISTENING

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.

SPEAKING & LISTENING

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.

SPEAKING & LISTENING

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.



COMMON CORE STANDARDS

MATHEMATICS

GRADE 6	GRADE 7	GRADE 8
<p>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.</p> <p>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?)</p> <p>Dividing fractions and solving related word problems (e.g., how wide is a rectangular strip of land with length $\frac{3}{4}$ mile and area $\frac{1}{2}$ square mile?)</p> <p>Using positive and negative numbers together to describe quantities; understanding the ordering and absolute values of positive and negative numbers</p> <p>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 $3y$)</p> <p>Understanding the process of solving simple equations</p> <p>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 is in miles and T is in hours)</p> <p>Reasoning about relationships between shapes to determine area, surface area, and volume</p>	<p>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.</p> <p>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)</p> <p>Solving percent problems (e.g., tax, tips, and markups and markdowns)</p> <p>Adding, subtracting, multiplying, and dividing positive and negative numbers, and solving related word problems</p> <p>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 $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50)</p> <p>Solving equations such as $\frac{1}{2}(x - 3) = \frac{3}{4}$ 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 $\frac{3}{4}$ of a cup of milk in each one. How much milk was originally in the carton?")</p> <p>Solving problems involving scale drawings</p> <p>Using statistics to draw inferences and make comparisons (e.g., deciding which candidate is likely to win an election based on a survey)</p>	<p>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.</p> <p>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.</p> <p>Understanding slope, and relating linear equations in two variables to lines in the coordinate plane</p> <p>Solving linear equations (e.g., $-x + 5(x + \frac{1}{3}) = 2x - 8$); solving pairs of linear equations (e.g., $x + 6y = -1$ and $2x - 2y = 12$); and writing equations to solve related word problems</p> <p>Understanding functions as rules that assign a unique output number to each input number; using linear functions to model relationships</p> <p>Analyzing statistical relationships by using a best-fit line (a straight line that models an association between two quantities)</p> <p>Working with positive and negative exponents, square root and cube root symbols, and scientific notation (e.g., evaluating $\sqrt[3]{36 + 64}$; estimating world population as 7×10^9)</p> <p>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)</p> <p>Understanding and applying the Pythagorean Theorem ($a^2 + b^2 = c^2$) to solve problems</p>

SCIENCE | NC ESSENTIAL STANDARDS

GRADE 6	GRADE 7	GRADE 8
<p>The major concepts and skills studied in sixth grade are:</p> <p>Understand the properties of waves and the wavelike property of energy in earthquakes, light and sound waves.</p> <p>Understand the structure, classifications and physical properties of matter.</p> <p>Understand characteristics of energy transfer and interactions of matter and energy.</p> <p>Understand the earth, moon, sun, solar system, and the properties, structures and predictable motions of celestial bodies in the Universe.</p> <p>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.</p> <p>Understand the structures, processes and behaviors of plants that enable them to survive and reproduce.</p> <p>Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment.</p>	<p>The major concepts and skills studied in seventh grade are:</p> <p>Understand motion, the effects of forces on motion and the graphical representations of motion.</p> <p>Understand forms of energy, energy transfer and transformation and conservation in mechanical systems.</p> <p>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.</p> <p>Understand the processes, structures and functions of living organisms.</p> <p>Understand the relationship of the mechanisms of cellular reproduction, patterns of inheritance and external factors to potential variation among offspring.</p>	<p>The major concepts and skills studied in eighth grade are:</p> <p>Understand the properties of matter and changes that occur when matter interacts in an open and closed container.</p> <p>Explain the environmental implications associated with the various methods of obtaining, managing, and using energy resources.</p> <p>Understand the hydrosphere and the impact of humans on local systems and the effects of the hydrosphere on humans.</p> <p>Understand the history of Earth and its life forms based on evidence of change recorded in fossil records and landforms.</p> <p>Understand the hazards caused by agents of diseases that affect living organisms.</p> <p>Understand how biotechnology is used to affect living organisms.</p> <p>Understand how organisms interact with and respond to the biotic and abiotic components of their environment.</p> <p>Understand the evolution of organisms and landforms based on evidence, theories and processes that impact Earth over time.</p> <p>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.</p>

GRADE 6	GRADE 7	GRADE 8
<p>The major concepts and skills studied in sixth grade are:</p> <p>Expand the knowledge, skills, and understandings of North Carolina and the United States acquired in elementary school by connecting those studies to their students' formal look at a study of the world.</p> <p>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.</p> <p>Take a systematic look at the history and culture of various world regions including the development of economic, political, and social systems.</p> <p>Learn about civilizations, societies, and regions in Africa, Asia, Europe and the Americas.</p> <p>Recognize and interpret the "lessons of history"; those transferable understandings that are supported throughout time by recurring themes and issues.</p>	<p>The major concepts and skills studied in seventh grade are:</p> <p>Expand upon the knowledge, skills and understanding acquired in the sixth grade examination of early civilizations.</p> <p>Study the world from the Age of Exploration to contemporary times in order to understand the implications of increased global interactions.</p> <p>Investigate the various factors that shaped the development of societies and regions in the modern world as well as global interactions between those societies.</p> <p>Examine various civilizations, societies, and regions in Africa, Asia, Europe and the Americas.</p> <p>Recognize patterns and connections between facts and related ideas in order to reach a deeper understanding of the content.</p> <p>Interpret the "lessons of history"; those transferable understandings that are supported throughout time by recurring themes and issues.</p>	<p>The major concepts and skills studied in eighth grade are:</p> <p>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.</p> <p>Focus on critical events, personalities, issues, and developments in the state and nation from the Revolutionary Era to contemporary times.</p> <p>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.</p> <p>Recognize patterns and connections between facts and related ideas in order to reach a deeper understanding of the content.</p> <p>Interpret the "lessons of history"; those transferable understandings that are supported throughout time by recurring themes and issues.</p>

The standards are organized around five strands: history; geography; economics; civics; and behavioral science. 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. The inquiry strand helps pull this together as students learn the process of doing the work of a social scientist. Middle school social studies will engage students in rigorous academic courses inclusive of multiple ideas, viewpoints, and perspectives that prepare them with the knowledge, understanding, and skills needed to productively live and engage in a multicultural and globally competitive society.

GRADE 6	GRADE 7	GRADE 8
<p>Focus Areas:</p> <ul style="list-style-type: none"> • 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. 	<p>Focus Areas:</p> <ul style="list-style-type: none"> • 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. 	<p>Focus Areas:</p> <ul style="list-style-type: none"> • 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

THEATER ARTS	MUSIC EDUCATION	VISUAL ARTS
<p>The student will:</p> <ul style="list-style-type: none"> • Use movement, voice, and writing to communicate ideas and feelings. • Use performance to communicate ideas and feelings. • Analyze literary texts and performances. • Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound. • Analyze theatre in terms of the social, historical, and cultural contexts in which it was created. • Understand the traditions, roles, and conventions of theatre as an art form. 	<p>The student will:</p> <ul style="list-style-type: none"> • Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. • Interpret the sound and symbol systems of music. • Create music using a variety of sound and notational sources. • Understand the interacting elements in order to respond to music and music performances. • Understand the global, interdisciplinary, and 21st century connections with music. 	<p>The student will:</p> <ul style="list-style-type: none"> • Use the language of visual arts to communicate effectively. • Apply creative and critical thinking skills to artistic expression. • Create art using a variety of tools, media, and processes, safely and appropriately. • Understand the global, historical, societal and cultural contexts of the visual arts. • Understand the interdisciplinary connections and life applications of the visual arts. • Use critical analysis to generate responses to a variety of prompts.

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 access to Major Clarity, which is the career exploration tool of choice for Union County Public Schools. Students can access this service through the UCPS Clever account. This service will allow students to work with Middle School Career Development Coordinators, Career Technology Education Teachers, academic teachers and/or counselors to help them develop a quality education plan, explore Career and Technical Education pathways and learn more about career interests.

NC ESSENTIAL STANDARDS

INFORMATION AND TECHNOLOGY

Today's students must be prepared to thrive in a constantly evolving technological landscape. Effective for the 2020-2021 school year, NCDPI has adopted the International Society for Technology in Education (ISTE) Standards. These standards for students are designed to empower student voice and ensure that learning is a student-driven process. Please see the list of standards below.

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.



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:

GRADE 6	GRADE 7	GRADE 8
Mandarin Chinese Dual & Heritage I (Part A)	Mandarin Chinese Dual & Heritage I (Part B)	Mandarin Chinese Dual & Heritage II
Spanish Dual & Heritage I (Part A)	Spanish Dual & Heritage I (Part B)	Spanish Dual & Heritage II

Curriculum: Students in the dual language immersion program will focus on the NC Essential Standards for World Language. The curriculum is a blend of content-based instruction and a focus on lexical and grammatical accuracy. The curriculum will teach global awareness, based on the United Nations Sustainable Development Goals, also called the Global Goals. Students will build their cultural knowledge while working on advanced vocabulary, sentence structure, and word order. Specific grammar topics will vary based on the language of instruction. All courses will be taught completely in Mandarin Chinese or Spanish, depending on the program model.

World Language High School Credit: Students who successfully complete the 6th and 7th grade Dual & Heritage Level I courses (parts A and B) will earn one world language high school credit. Students who successfully complete the 8th grade Dual & Heritage Level II course will earn one world language high school credit. Students who complete the middle school dual language immersion sequence of instruction may enroll in either Mandarin III or IV or Spanish III or IV and subsequent advanced language courses in high school. The decision to enroll in level III or level IV will be determined by each family with teacher input, recommendations and a placement test given at the end of 8th grade.

Opportunities to Earn High School Credit in Middle School

6TH GRADE	7TH GRADE	8TH GRADE
Mandarin Chinese Dual & Heritage Level I (Parts A and B) Spanish Dual & Heritage Level I (Parts A and B) 1 HS WORLD LANGUAGE CREDIT		Mandarin Chinese Dual & Heritage Level II Spanish Dual & Heritage Level II 1 HS WORLD LANGUAGE CREDIT

NC Global Languages Endorsement: The student shall earn a combined unweighted 2.5 GPA or above for the four English Language Arts courses required for graduation. The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined by the NC State Board of Education and in accordance with the guidelines developed by the North Carolina Department of Public Instruction.

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. Visit the [Dual Language Immersion Admission Guidelines](#) webpage for additional information.

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.

HONOR ORGANIZATION GUIDELINES

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

HONOR ORGANIZATION GUIDELINES

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.

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!

Grade 6	Grade 7	Grade 8
CogAT EOG Reading Assessment READY EOG Math Assessment	READY EOG Reading Assessment READY EOG Math Assessment	READY EOG Reading Assessment READY EOG Math Assessment READY EOG Science Assessment Specific Students Only: READY EOC Math I Assessment Final Exam Math II 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

The mission of Union County Public Schools is to prepare ALL students to succeed. Each school provides a layered system of support called a Multi-Tiered System of Support (MTSS) so that all students can grow academically, behaviorally and emotionally. MTSS is a framework for continuous school improvement and uses evidence-based practices, a data-driven problem solving model and a three tiered instruction/intervention model to maximize growth for ALL students. MTSS combines Response to Instruction (RTI) and Positive Behavioral Interventions and Supports (PBIS) into one effective and efficient approach.

For more information on the specific supports available at your child's school, please contact the school directly.

SPECIAL PURPOSE HIGH SCHOOL

CENTRAL ACADEMY OF TECHNOLOGY & ARTS

CATA is a public magnet high school program offering the following Academy Pathways: Performing Arts (Theatre, Dance, and Music Production and Recording Arts pathways), Information Systems (Software and Game Design, Computer Engineering, Cyber Security pathways), Pre-Engineering (a Project Lead the Way curriculum), Medical Sciences (a Project Lead the Way curriculum), Transportation Systems (Automotive and Collision Repair pathway).

Students are accepted from all areas of the school system and must meet minimum entrance requirements in order to be considered for admission. Due to the nature of the Academy Pathways, some course offerings are limited. Transportation is provided for CATA students.

More information and the application process for eighth graders interested in attending this high school can be found at <https://www.ucps.k12.nc.us/Domain/10>.

UNION COUNTY EARLY COLLEGE

UCEC is a Cooperative Innovative High School which offers a program of support for students to earn a high school diploma and an associate degree, or up to two years of credit toward a bachelor's degree, in five years at no cost to the student. It is a small school with a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges.

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. Transportation is provided for UCEC students.

More information and the application process for eighth graders interested in attending this high school can be found at <https://www.ucps.k12.nc.us/Domain/48>.

CHARACTERISTICS OF THE MIDDLE SCHOOL STUDENT

INTELLECTUAL DEVELOPMENT	PHYSICAL DEVELOPMENT	PSYCHOLOGICAL DEVELOPMENT	SOCIAL DEVELOPMENT	MORAL AND ETHICAL DEVELOPMENT
<ul style="list-style-type: none">• Are intensely curious.• Face decisions that may affect long term academic values.• Argue to convince.• Rate personal concerns 1st and academics 2nd.• Begin as concrete thinkers, then move to abstract thinkers.• Exhibit unorganized behavior.• Prefer engaging.	<ul style="list-style-type: none">• Are concerned about their physical appearance.• Experience fluctuations in metabolism causing extreme restlessness and listlessness.• Develop physically at different rates- girls develop earlier than boys.• Have poor levels of endurance, strength, and flexibility and lack physical health.• Consume large amounts of improper foods.	<ul style="list-style-type: none">• Are optimistic and hopeful.• Exhibit erratic emotions and behavior.• Are moody and restless; often feel self-conscious, lack self-esteem.• Are easily offended and sensitive to criticism.• Search for adult acceptance.• Take sarcasm at face value, yet heartless in their own comments.	<ul style="list-style-type: none">• Seek peer approval and acceptance.• Torn between desire for independence and desire to please.• Show rebellious behaviors toward parents, but are dependent on parental values.• Use peers and media role models as sources for standards of behavior.	<ul style="list-style-type: none">• Have a strong sense of fairness in human relationships.• Face hard moral and ethical questions for which they are unprepared to cope.• Are dependent on home and church for moral and ethical choices.• Ask broad unanswerable questions about life.

Adapted from National Middle School Association

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

Am I an adult or child?

I'm allowed to watch the house for a little while,
but never for a weekend.

At the movies, I pay adult prices;
However, I'm not allowed to see R-rated films.
I ask again, "Is a teenager an adult or child?"

TIPS FOR PARENTS | WHAT'S BEST FOR KIDS?

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 crabbiness? 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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