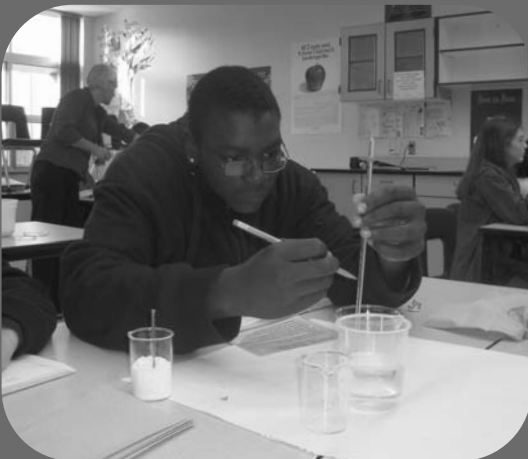


Orange County Schools 2011-2012 Middle School Registration Guide



Find Your Path to Success Here!

Orange County Schools

VISION

Orange County Schools prepares students to be responsible citizens in a diverse world by promoting academic and individual success.

MISSION

Orange County Schools, in partnership with students, families and the community, is committed to providing challenging and engaging educational experiences that will develop responsible, knowledgeable and resourceful citizens prepared to contribute in our global society.

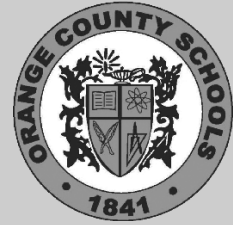
CORE VALUES

We believe in and support

Outstanding student achievement and individual success

Commitment to excellence, communication and collaboration

Serving students, staff, families and the community through strong, active relationships



Orange County Schools Board of Education

The Orange County School System is fortunate to have a Board of Education which provides strong leadership and is committed to the educational excellence of our students. The Board of Education has control and supervision of all matters pertaining to the school district. Furthermore, the Board provides leadership and direction through the formulation of goals and objectives, especially in defining and setting high academic standards for student success.

Board Members:

Ms. Donna Coffey

Mr. Eddie Eubanks

Dr. Stephen Halkiotis

Mr. Tony McKnight

Ms. Anne Medenblik

Dr. Debbie Piscitelli

Ms. Brenda Stephens

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MIDDLE SCHOOLS

A.L. Stanback Middle School
Gloria Jones, Principal

3700 NC 86 South
 Hillsborough, NC 27278
 919.644.3200
www.orange.k12.nc.us/als

C.W. Stanford Middle School
Anne Purcell, Principal

308 Orange High School Rd.
 Hillsborough, NC 27278
 919.732.6121
www.orange.k12.nc.us/cws

Gravelly Hill Middle School
Jason Johnson, Principal

4801 West Ten Rd.
 Efland, NC 27243
 919.245.4050
www.orange.k12.nc.us/gh

Partnership Academy
Paige Marsh, Principal

1006 East Storey Lane
 Hillsborough, NC 27278
 919.245.4030
www.orange.k12.nc.us/paas

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TIPS FOR USING THIS GUIDE

- Read the entire guide carefully and pay close attention to what is offered at each grade level.
- Make a list of the required courses for the grade you will enter next school year.
- Review the chart entitled “Middle School Mathematics sequence” on page 5 carefully. The level of mastery of mathematics at which a student enters and leaves middle school will determine the level of mathematics a student may take as a 9th grader.
- Decide if you would like to enroll in a yearlong elective course.
- Pay attention to the prerequisites for particular courses and any special notes.
- Consider your interests, your career goals and the high school graduation requirements. The Middle School Plan on page 27 might be helpful to you.
- Complete an Exploratory Interest Inventory Form.
- Discuss your selections with your parents or legal guardians, teachers and school counselor.

Use the appropriate sample Exploratory Interest Inventory Form to plan for next year's courses.



Orange County Schools

200 East King Street
Hillsborough, NC 27278

Denise C. Morton, Ed.D.
Chief Academic Officer

(919) 732-8126 Telephone
(919) 732-8120 Fax
www.orange.k12.nc.us

Dear Students,

Middle school is an important connection to your future and this document provides “fingertip information” to help you register for the 2011-2012 school year. Included are descriptions of every course offered in our middle schools and information about this important transition period in your life. Please share this guide with your parents or guardians so that together you can make the best informed and most appropriate choices.

The school district’s three middle schools, A.L. Stanback, C.W. Stanford, and Gravelly Hill, are structured to meet the characteristics and special needs of young adolescents like you as you transition from elementary school to high school. Core, elective, and exploratory programs at grades six, seven, and eight are designed to build on your natural energy and curiosity.

At the middle school, you will be enrolled in required courses, both semester and yearlong, and you will also have the option of selecting additional courses that match your particular interests. The required core courses are English Language Arts, Mathematics, Science, Social Studies, and Healthful Living/Physical Education. In addition, you will have the opportunity to enroll in exploratory courses from the North Carolina Standard Course of Study for your grade level. The courses include choices from the Arts, World Languages, and Career and Technical Education.

School staffs welcome the opportunity to answer questions from you and your parents or guardians about particular courses. Please contact your school counselors, the assistant principals, or the principal at the middle school you will attend during the 2011-2012 school year if you have questions pertaining to the information provided in this guide. Best wishes for a successful year.

Sincerely,

Denise C. Morton

Denise C. Morton, Ed.D.
Chief Academic Officer

**Orange County Schools
2011-2012 TRADITIONAL STUDENT CALENDAR**

Month	Date	Day	Calendar of Event	Special Note
August	25	Thursday	First Day of School	
September	5	Monday	Labor Day - Holiday	No School
September	21	Wednesday	Early Dismissal	K-5 After School
October	7	Friday	Teacher Workday	No School / <i>inclement weather make-up day 10/7/11</i>
October	12	Wednesday	Early Dismissal	K-5 After School
October	28	Thursday	End Nine-Weeks Grading Period	
October	31	Monday	Teacher Workday	No School
November	11	Friday	Veterans Day - Holiday	No School
November	23-25	Wednesday-Friday	Thanksgiving Holidays	No School
December	7	Wednesday	Early Dismissal	K-5 After School
December	21	Wednesday	Winter Holidays	No School/ <i>inclement weather make-up day 12/21/11</i>
December	21-30	Monday-Friday	Winter Holidays	No School
January	2	Monday	Winter Holiday	No School
January	16	Monday	Dr. Martin Luther King, Jr. Holiday	No School
January	20	Friday	End Nine-Weeks Grading Period	
January	23	Monday	Teacher Workday	No School
January	24	Tuesday	Teacher Workday	No School/ <i>inclement weather make-up day 1/24/12</i>
February	8	Wednesday	Early Dismissal	No K-5 After School
February	20	Monday	Teacher Workday	No School/ <i>inclement weather make-up day 2/20/12</i>
March	7	Wednesday	Early Dismissal	No K-5 After School
March	30	Friday	End Nine-Weeks Grading Period	
April	2-6	Monday-Friday	Spring Break	No School
April	9	Monday	Spring Break	No School
May	2	Wednesday	Early Dismissal	No K-5 Afterschool
May	28	Monday	Memorial Day - Holiday	No School
June	8	Friday	Last Day of School	Early Dismissal/ No Afterschool

NOTE: Inclement Weather Make-up days - If school is cancelled during the week (Monday –Thursday) due to inclement weather, then students may attend school on that Saturday of the same week; weather permitting and given sufficient time to notify parents. An “Early Dismissal Schedule” will be used when attending school on Saturday.

Students will not attend school on consecutive Saturdays.

Teacher Workdays will also be available to use as inclement weather make-up days in the order as designated on the District Calendar.

CORE CURRICULUM OVERVIEW

ENGLISH LANGUAGE ARTS

The middle school English language arts program teaches students to use oral and written language in addition to media and technology for expressive, informational, argumentative, critical and literary purposes. Students also explore the structure of language and study grammatical rules in order to become more effective communicators. Through the exploration of a variety of literary genres and writing formats, students are exposed to varying perspectives.



The middle school English Language Arts Program prepares students to:

- Express individual perspectives through analysis and personal response;
- Interpret and synthesize information;
- Critically analyze print and non-print communication.;
- Evaluate a wide range of literature;
- Read independently from a variety of genres;
- Utilize reading strategies to become more effective readers; and
- Use effective sentence construction and edit for improvements in sentence formation, mechanics, vocabulary and spelling.

The End-of-Grade test is required.

(NC Elementary and Secondary Reform Act of 1984)

SOCIAL STUDIES

The middle school social studies curriculum continues to develop skills and concepts from elementary school, although the focus is on a different region at each grade. Middle school social studies classes emphasize making connections and comparisons between places and societies and preparing students to live responsibly as part of a global society. Key concepts of history, geography, civics and economics are incorporated throughout each course for a fuller understanding of the significance of the people, events and issues.

SCIENCE

The middle school science course of study centers around an in-depth investigation into the specific disciplines of science through inquiry and application of concepts. Science at each grade level continues to integrate the unifying concepts of science to provide continuity between all of the science disciplines. The unifying concepts of science covered in grades 6-8 are:

- Systems, Order and Organization
- Evidence, Models and Explanations
- Constancy, Change and Measurement
- Evolution and Equilibrium
- Form and Function

Success in middle school science depends on strong math, writing and reading comprehension skills. Students build upon earlier science knowledge from their middle grades to prepare them for post-secondary opportunities and workforce opportunities. In a world filled with the products of scientific inquiry, scientific literacy has become a necessity for everyone.

	6 th Grade	7 th Grade	8 th Grade
General Content Objectives	<ul style="list-style-type: none">• Geological Cycles that shape the lithosphere• Cycling of matter and flow of energy through living systems• Solar system and space exploration• Energy transfer and transformation• Habitats and population dynamics	<ul style="list-style-type: none">• Properties and structure of the atmosphere• Nature of human body systems• Heredity and genetics• Investigations in force and motion	<ul style="list-style-type: none">• Investigations in the hydrosphere• Structure and properties of matter• Evolution of geological and biological systems• Investigations in cell theory• Investigations in microbiology

The End-of-Grade test is required for Grade 8 Science. *(NC Elementary and Secondary Reform Act of 1984)*

MATHEMATICS

The middle school mathematics course of study provides a rigorous sequence of skills and concepts that will prepare students for high school, college and the workforce in the 21st century. As students progress through middle school math, they will continue using and extending the concepts and skills learned in previous grades. It is our intent to help students prepare for and enter Algebra as soon as they are ready. In addition to the specific mathematical skills listed on the next page and in each grade's course description, students in middle school will develop:

- Enhanced problem-solving skills
- Strengthened critical-thinking skills
- Mathematical reasoning skills
- Increased calculator skills, including use of the graphing calculator
- Foundations for algebra, geometry, statistics and advanced math and science

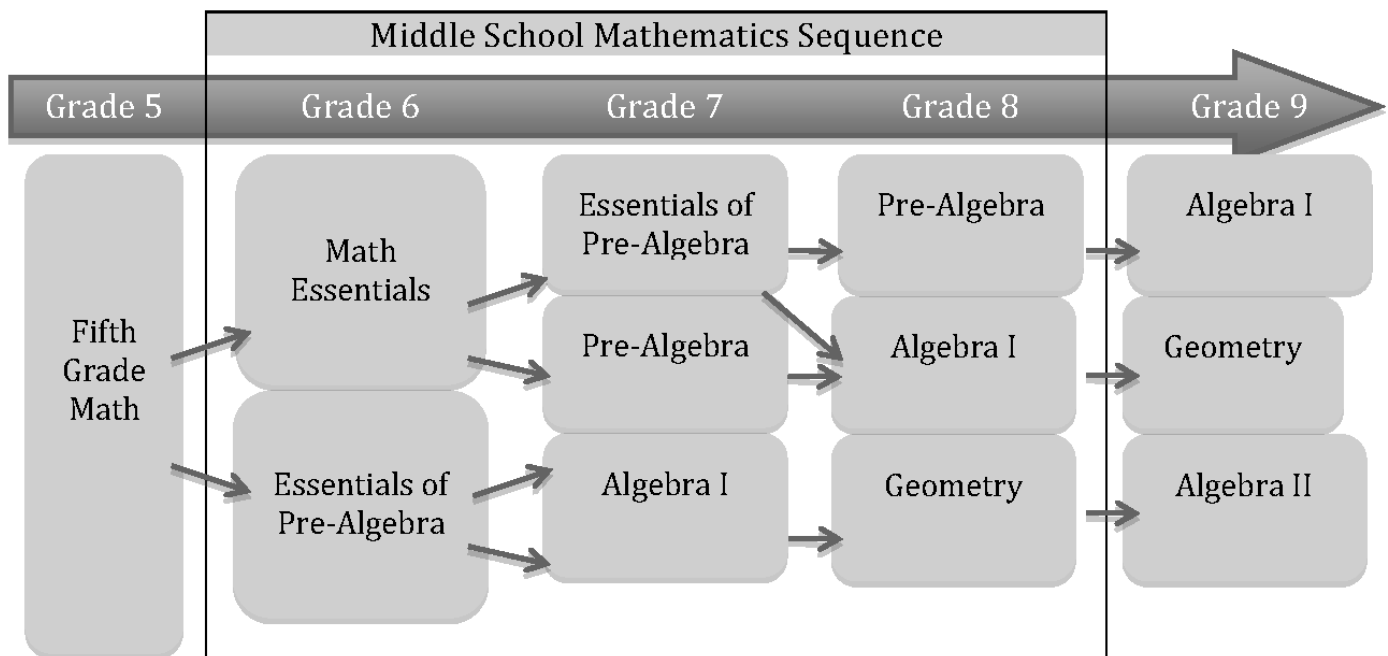
The End-of-Grade test is required at each grade level in Mathematics. In addition, students enrolled in Algebra or Geometry are required to take the EOC for that course. *(NC Elementary and Secondary Reform Act of 1984)*

Outlined on the next page are the major concepts covered at each grade level as determined by the North Carolina Standard Course of Study. Each course covers the concepts for that specific grade level but may include extensions into higher grade levels.

Major Concepts Covered At Each Grade Level As Determined By The North Carolina Standard Course Of Study

Strand	6 th Grade	7 th Grade	8 th Grade
Number and Operation	<ul style="list-style-type: none"> Negative Rational Numbers Percents Factors and Multiples 	<ul style="list-style-type: none"> Computation with Rational Numbers Ratio and Proportion 	<ul style="list-style-type: none"> Operations with Real Numbers
Measurement	<ul style="list-style-type: none"> Perimeter and Area Measurement Skills 	<ul style="list-style-type: none"> Scale Measurement 	<ul style="list-style-type: none"> Indirect Measurement
Geometry	<ul style="list-style-type: none"> Transformations in the Coordinate Plane 	<ul style="list-style-type: none"> Surface Area Volume 	<ul style="list-style-type: none"> Pythagorean Theorem
Statistics and Probability	<ul style="list-style-type: none"> All Probability Concepts 	<ul style="list-style-type: none"> Central Tendency Box Plots Histograms 	<ul style="list-style-type: none"> Scatter Plots
Algebra	<ul style="list-style-type: none"> Solving 1 & 2 Step Equations/ Inequalities Introduction to Slope Algebraic Expressions 	<ul style="list-style-type: none"> Introduction to Linear Functions 	<ul style="list-style-type: none"> Solving Multi-Step Equations/ Inequalities Slope Linear Functions

Each grade's curriculum spirals, building on concepts from previous years, and is a critical component of a complete foundation of mathematical reasoning and understanding.



6th Grade Core Curriculum



English Language Arts 6

In the sixth grade, the communication skills developed in elementary school are extended as students move toward becoming more sophisticated readers, writers and thinkers. Skills of interpretation, evaluation, synthesis and analysis are developed throughout the middle school English language arts program (see Core Curriculum Overview on page 3). Sixth grade English language arts students develop an understanding of the foundations of argumentative writing and communication. Students utilize a variety of speaking, listening and viewing opportunities aimed at the holistic development of the learners.

The End-of-Grade test is required. (*NC Elementary and Secondary Reform Act of 1984*)

Math Essentials

In the sixth grade, students build upon and extend the concepts and skills developed in grades K-5 in a rich and full mathematics curriculum following the North Carolina Standard Course of Study. Students move toward mastering mathematical computations and application skills, and they develop independence in solving meaningful problems. Many concepts necessary for success in later mathematics classes are also introduced in sixth grade, and it is the only year some are taught. There is a heavy emphasis on algebraic thinking, probability and an introduction to geometry. The intent of this course is to prepare students to enter Pre-Algebra. Appropriate technology enhances and enriches the mathematics program.

Concepts taught in Math Essentials include:

Negative Numbers, Percents, Solving One- and Two-Step Equations and Inequalities, Operations with Rational Numbers, Factors and Multiples, Scientific Notation, Perimeter, Area, Angle Relationships, Measurement,

Transformations in the Coordinate Plane, Probability, Algebraic Expressions and Properties of Real Numbers

The End-of-Grade test is required. (*NC Elementary and Secondary Reform Act of 1984*)

Essentials of Pre-Algebra

Essentials of Pre-Algebra combines concepts from the sixth, seventh and eighth grade mathematics curricula. This fast paced course provides the opportunity for students to accelerate through the middle school mathematics curriculum. Students should be able to manage independent study with support from the teacher. It is a rich and full curriculum, and should only be entered after discussion with the student's current mathematics teacher, in addition to meeting other requirements. The intent of this course is to prepare students to enter Algebra I. Appropriate technology enhances and enriches the mathematics program.

Concepts taught in Essentials of Pre-Algebra include:

Operations with Rational Numbers, Operations and Reasoning Proportionally, Percents, Algebraic Expressions, Area, Measurement, Transformations in the Coordinate Plane, Surface Area, Volume, other Foundations in Geometry, Statistics, Probability, One- and Two-Step Equations and Inequalities and Linear Relationships.

The Grade 6 End-of-Grade test is required. (*NC Elementary and Secondary Reform Act of 1984*)

Science 6

The science program is based on the *North Carolina Standard Course of Study* for science and builds on the concepts and skills acquired in kindergarten through fifth grade. The curriculum is designed around four strands:

- The nature of science
- Science as inquiry
- Science and technology
- Science in personal and social perspectives

The focus at grade six is patterns and cycles of natural and technological systems. The program provides students with a rigorous study of the lithosphere, cycling of matter, solar system, energy transfer and population dynamics.

Social Studies 6

Students in sixth grade continue a study of world regions, focusing on South America, Europe and Russia. Students examine social, economic and political institutions and analyze similarities and differences among societies through cultural geography, history and the social sciences.

This framework allows students to:

- Study local, regional, national and global issues that concern them
- Understand the interdependence of the world in which we live
- Make informed judgments as active citizens

6th Grade Exploratory Curriculum

THE ARTS

Beginning Band (Yearlong)

Beginning Band is a yearlong course for students interested in learning to play a traditional band instrument. Students will learn the basic elements of music literacy, including musical notation, harmony and melody. No previous instrumental experience is necessary; however, if a student has prior experience, enrichment opportunities will be provided. Students in Beginning Band will perform a minimum of two required concerts with other opportunities to perform for the community, festivals and parents. Students will begin on trumpet, trombone, flute or clarinet. When the student is ready (as determined by the individual school director), they may audition to switch to percussion, saxophone or color instruments (oboe, bassoon, bass clarinet, French horn, baritone and tuba).



Choral Music (Semester)

Choral students will have the opportunity to explore the beauty of vocal expression and study the basic elements of music such as melody, rhythm, tonality, harmony, form, tone color and expressive qualities. In addition to school performances, students enrolled in Fall Choral Music can expect to perform a winter concert. Students enrolled in Spring Choral Music can expect to perform a spring concert. There is also the opportunity for students to audition for state events.

Visual Art (Nine Week Course)

This course focuses on the exploration and creative use of the seven Elements of Art: line, shape, form, space, value, color and texture as well as the essential vocabulary of visual arts. Students are instructed in the four basic disciplines of visual art: art production, art criticism, art history and aesthetics. Reading, writing and math are integral components of the visual arts curriculum. This course serves as a foundation for seventh and eighth grade visual arts classes.

WORLD LANGUAGES

Middle school students who pass Spanish 1A and 1B or French 1A and 1B courses during grades 7 and 8, as described in the North Carolina Standard Course of Study for Grades 9-12, will receive one (1) world language credit which counts toward graduation.

Any world languages course which awards high school credit must consist of 150 clock hours of instruction in a traditional schedule and must be directed by a teacher. For Orange County middle school students, this means students must take their world language over a two-year period that consists of a semester each year in the same language. To receive credit, the student must have the required clock hours, a teacher recommendation and must pass the course.

While the courses will count toward graduation requirements, the student grade point average (GPA) will only be computed with courses taken during high school years.

French: Humanities — Art, Music and Literature of the Francophone World (Semester)

This introductory semester course is a broad-based study of the French language and culture with a focus suitable for a beginning language student. The learner studies basic vocabulary, expressions and language structures in a cultural context to develop listening skills for everyday communication. Cultural lessons include holidays, famous people, nursery rhymes, singing songs, literature, drama, and art.

Spanish: Humanities - Art, Music and Literature of the Spanish-Speaking World (Semester)

This interactive course is a broad-based study of the Spanish language and culture with a focus suitable for a beginning language student. The learner studies basic vocabulary, expressions and language structures in a cultural context to develop listening skills for everyday communication. Cultural lessons include holidays, famous people, events, dance, music, drama and art. This is an exploratory course.

CAREER AND TECHNICAL EDUCATION

Exploring Career Decisions (Nine Week Course)

This course is designed to provide an orientation to the world of work. Experiences are designed to introduce students to the technical nature of today's world and the role of productive workers. Activities enable students to increase self-awareness and make wise educational and occupational decisions as they plan for careers. A web-based program, "Future for Kids," will be used as a tool for career planning.

Exploring Technology (Nine Week Course)

This course allows students to explore basic technological concepts and systems. Topics include technology systems, basic electronics, construction, bridge-building, graphic communications and transportation. Activities are structured to integrate physical and social sciences, mathematics, language and fine arts. Students define technology and its importance to society and learn to apply management, communication and laboratory safety skills. Students apply problem-solving methods to technological problems and design a product.

Keyboarding (Nine Week Course)

This course is designed to teach and enhance basic keyboarding skills. Emphasis is on constant manipulation of letters, figures, symbols and keying by the touch method. Emphasis is also on daily use of a computer system and appropriate software to provide integrated training through practice. Written and oral communication skills are reinforced as students process and prepare documents by composing, formatting and proofreading.

Advancement Via Individual Determination (AVID) (Yearlong)

AVID is a program for students in the middle who are underachieving, under-represented or first-generation college students. The intent is to prepare these students for college by ensuring they enroll in rigorous college preparatory classes. The AVID elective class provides support, academic monitoring and tutoring. Writing, inquiry, collaboration and reading along with tutorials and study skills are the core strategies introduced to students in the AVID elective class. Students must complete the AVID application process which includes completing the official application, a student interview and attending AVID orientation. More information regarding the AVID program can be found at the AVID website, www.avidonline.org. Additional information will also be provided through each middle school regarding the AVID program and student eligibility. (See application on page 22)

Healthful Living (Semester)

Healthful Living is required at the sixth grade level. The Healthful Living course is divided into the two components of health and physical education. Physical Education is an activity based course that will focus on the development of skills (motor development and hand-eye coordination) in each of the team sports (volleyball, basketball, team handball, football, softball, floor hockey and soccer), individual sports (paddle tennis, badminton and table tennis), and large group games (capture the flag, rat ball and ultimate Frisbee).

In addition, students will participate in daily physical fitness activities that will enhance the health related fitness areas of flexibility, muscular strength, muscular endurance, cardiovascular endurance and body composition. Students will assess their current fitness level through heart rate monitoring, body mass index calculations and participation in physical fitness tests. Students will learn the parts of a physical fitness workout and will be able to design their own personal workout by the end of the semester.

The Health curriculum will focus on the *North Carolina Standard Course of Study* which includes the five main strands of:

- Mental and Emotional Health
- Personal and Consumer Health
- Interpersonal Communication and Relationships
- Nutrition and Weight Management
- Substance Abuse Prevention

7th Grade Core Curriculum



English Language Arts 7

English Language Arts 7 continues the development of reading, writing and thinking skills introduced and developed throughout elementary school and sixth grade. In addition to the skills of interpretation, evaluation, synthesis and analysis developed throughout the English language arts program (see Core Curriculum Overview on page 3), English Language Arts 7 emphasizes the concepts and construction of argumentative writing in preparation for the North Carolina Grade 7 Writing Assessment. Students continue to utilize a variety of speaking, listening, and viewing opportunities aimed at the holistic development of the learners. **The End-of-Grade test is required.** (*NC Elementary and Secondary Reform Act of 1984*)

Essentials of Pre-Algebra

Essentials of Pre-Algebra reviews concepts from the sixth grade mathematics curriculum while extending these concepts into the seventh and eighth grade curricula. Students continue to progress toward mastering mathematical computations and application skills while developing independence in solving meaningful problems. Many concepts necessary for success in later mathematics classes are also introduced. There is an emphasis on algebraic thinking, statistics and geometry. The intent of this course is to prepare students to enter Algebra I. Appropriate technology enhances and enriches the mathematics program.

Concepts taught in Essentials of Pre-Algebra include:

Linear Relationships, Operations and Reasoning with Percents and Operations with Rational Numbers, Scale Measurement, Surface Area, Volume, Similar and Congruent Polygons, Box Plots, Histograms and Central Tendency.

The End-of-Grade test is required. (*NC Elementary and Secondary Reform Act of 1984*)

Pre-Algebra

Pre-Algebra builds upon and extends the concepts and skills developed in previous grades in a rich and full mathematics curriculum following the North Carolina Standard Course of Study. Students move toward mastering mathematical computations and application skills, while demonstrating independence in solving meaningful problems. Many concepts necessary for success in later mathematics classes are also introduced. There is an emphasis on algebraic thinking, statistics and geometry. The intent of this course is to prepare students to enter Algebra I. Appropriate technology enhances and enriches the mathematics program.

Concepts taught in Pre-Algebra include:

Statistics, Operations with Rational Numbers, Real Numbers, Irrational Numbers, Operations with Percents, Surface Area, Volume, Indirect Measurement, Pythagorean Theorem, Dilations and Solving Multi-Step Equations, Inequalities, Functions and Linear Equations.

The End-of-Grade test is required. (*NC Elementary and Secondary Reform Act of 1984*)

Algebra I

The ability to think algebraically is necessary to function in today's workplace, to understand global news, either written or electronically transmitted and to be an intelligent consumer. Topics covered include a review of real numbers and operations, translations to and from mathematical symbols, linear equations and inequalities and application of rational numbers and functions. Students will also study graphing linear equations, systems of equations, basic operations of polynomials, factoring, radical expressions and non-linear equations.

While Algebra I is the foundation course for high school mathematics, students entering grade seven who meet the district criteria can enroll in Algebra I while at the middle school. Successful completion of Algebra I and a passing

score on the Algebra I End-of-Course test prior to grade nine fulfills the Algebra I high school graduation requirement. The course will count toward the number of units in mathematics required for graduation (depending on the course of study). A student's grade point average (GPA), however, will only be computed with courses taken during high school years.

Students must take the NC End-of-Grade Test in Mathematics for Grade 7 and the NC End-of-Course Test for Algebra I. (NC Elementary and Secondary Reform Act of 1984)

Science 7

The science program is based on the *North Carolina Standard Course of Study* and builds on the concepts and skills acquired in kindergarten through sixth grade. The curriculum is designed around four strands:

- The nature of science
- Science as inquiry
- Science and technology
- Science in personal and social perspectives

The focus at grade seven is patterns and cycles of natural and technological systems. The program provides students with a rigorous study of the atmosphere, human body systems, genetics/heredity and motion/forces.

Social Studies 7

Seventh grade students continue the study of world regions, focusing on Africa, Asia and Australia. They continue to examine social, economic and political institutions and analyze similarities and differences among societies through cultural geography, history and the social sciences.

This framework allows students to:

- Study local, regional, national and global issues that concern them
- Understand the interdependence of the world in which we live
- Make informed judgments as active citizens

7th Grade Exploratory Curriculum

THE ARTS

7th Grade Band (Yearlong)

Seventh Grade Band is a yearlong course designed as a continuation of the Beginning Band curriculum. Students will explore more complex aspects of music literacy, notation, harmony and melody with emphasis on performing as a member of a large ensemble. Students in Seventh Grade Band will perform a minimum of three required concerts with many opportunities to perform for the community, festivals and parents. Students in Seventh Grade Band may choose to audition for district and state honor band ensembles as well.

Choral Music (Semester or Yearlong)

Choral students will have the opportunity to explore the beauty of vocal expression and study the basic elements of music such as melody, rhythm, tonality, harmony, form, tone color and expressive qualities. In addition to school performances students enrolled in Fall Choral Music can expect to perform a winter concert and students enrolled in Spring Choral Music can expect to perform a spring concert. Students also have the opportunity to audition for state events.

Visual Art (Semester)

Seventh graders will continue to explore the seven Elements of Art and be introduced to the Principles of Design: pattern, emphasis, balance, unity, contrast, movement and rhythm. Students will use a variety of media, techniques and processes such as drawing, painting, printmaking, sculpture and fine crafts. Instruction continues through the four basic disciplines of visual art: art production, art criticism, art history and aesthetics. Reading, writing and math are integral components of this curriculum.

WORLD LANGUAGES

Middle school students who pass Spanish 1A and 1B or French 1A and 1B courses during grades 7 and 8, as described in the North Carolina Standard Course of Study for Grades 9-12, will receive one (1) world language credit which counts toward graduation.

Any world languages course which awards high school credit must consist of 150 clock hours of instruction in a traditional schedule and must be directed by a teacher. For Orange County middle school students, this means students must take their world language over a two-year period that consists of a semester each year in the same language. To receive credit, the student must have the required clock hours, a teacher recommendation and must pass the course.

While the courses will count toward graduation requirements, the student grade point average (GPA) will only be computed with courses taken during high school years.

Introduction to French (Semester Course)

This semester course is an introduction to the French language and culture. The student will acquire language proficiencies in listening, speaking, reading, writing, and culture. It is similar to the first semester of French 7 1-A. The course introduces the student to the requirements needed to learn French as a yearlong course.

French 7 1A (Yearlong)

This yearlong course will introduce the student to the Francophone life through a practical study of language and culture. The student will acquire language proficiencies in listening, speaking, reading, writing and culture. Students who complete this course can continue further study of the language in the eighth grade. Students who successfully complete the French 1B course and pass the eighth grade end of grade French test will be prepared to enter French 2 at grade nine.

Spanish (Semester)

This course is an introduction to the Spanish language and culture, emphasizing communication, comparisons, connections and communities within the Spanish-speaking world. While this course prepares the student for meaningful interaction at the novice level, the content has sufficient rigor for further language and cultural studies.

Spanish 7 1A (Yearlong)

This class is the first of two yearlong classes. This yearlong course introduces a practical study of language and culture. The student will acquire language proficiencies in listening, speaking, reading, writing and viewing with an in-depth exposure to art, music, literature and lifestyles of the Spanish-speaking world. **Students who successfully complete this course can continue further study of the language in the eighth grade yearlong course.**

CAREER AND TECHNICAL EDUCATION

Design and Modeling (Project Lead the Way) (Semester)

This course is the foundation to exploring how engineers use technology to solve everyday problems. Students will use problem solving, teamwork and project management skills to design and develop project prototypes. Activities are structured to integrate science, math and technology. This course develops skills essential for students interested in technical or engineering career fields.

Exploring Life Skills (Semester)

This course explores life skills essential for the adolescent now and in the future. Units include resource management, relationships, nutrition and wellness, childcare and career pathways. Resource management includes decision-making, interior design and managing a sewing project. The relationships unit focuses on personal and social responsibilities with emphasis on the family across the life span. The focus is on developing a foundation for the application of life management skills. Skills in applying basic academics, problem-solving, decision-making and creative and critical thinking are reinforced in this course. This course also contributes to the development of the career development plan. (A.L. STANBACK & C.W. STANFORD MIDDLE SCHOOLS ONLY)

Business Computer Technology (Semester)

This course is designed to provide hands-on instruction in basic computer hardware concepts and software applications. Emphasis is placed on extending and reinforcing touch-keyboarding skills, while providing experience for learning word processing, database, spreadsheet, graphic and telecommunication applications. Communication skills and basic mathematical concepts are reinforced in this course. Students use and develop critical thinking skills as they explore telecommunications and Internet research.

Exploring Biotechnology I (Semester)

This course focuses on the agricultural and medical industry with emphasis on the relationship of science and technology that affects agriculture, medicine and health care. Topics include career concepts in the agriculture and medical fields. Skills in mathematics, science and language arts are reinforced in the course. This course contributes to the development of a career development plan. Teaching strategies encourage the development of essential skills and knowledge of the world of work, careers and leadership in the agriculture and medical industries. (GRAVELLY HILL MIDDLE SCHOOL ONLY)

Advancement Via Individual Determination (AVID) (Yearlong)

AVID is a program for students in the middle who are underachieving, under-represented, or first-generation college students. The intent is to prepare these students for college by ensuring they enroll in rigorous college preparatory classes. The AVID elective class provides support, academic monitoring, and tutoring. Writing, inquiry, collaboration, and reading along with tutorials and study skills are the core strategies introduced to students in the AVID elective class. Students must complete the AVID application process which includes completing the official application, a student interview and attending AVID orientation. More information regarding the AVID program can be found at the AVID website, www.avidonline.org. Additional information will also be provided through each middle school regarding the AVID program and student eligibility. (See application on page 22)

7th Grade Exploratory Curriculum . . . continued

Healthful Living

Healthful Living is required at the seventh grade level. The Healthful Living course is divided into the two components of health and physical education. Physical Education is an activity based course that will focus on continued skill development of each of the team and individual sports that were introduced at the sixth grade level.

In addition, students will participate in daily physical fitness activities that will enhance the health related fitness areas of flexibility, muscular strength, muscular endurance, cardiovascular endurance and body composition. Students will assess their current fitness level through heart rate monitoring, body mass index calculations and participation

in physical fitness tests. Students will learn the parts of a physical fitness workout and by the end of the semester be able to design their own personal workout.

The Health curriculum will focus on the State of North Carolina Standard Course of Study which includes the five main strands of:

- Mental and Emotional Health
- Personal and Consumer Health
- Interpersonal Communication and Relationships
- Nutrition and Weight Management
- Substance Abuse Prevention

8th Grade Core Curriculum



English Language Arts 8

In the eighth grade, oral and written communication skills developed in previous grades are enhanced and extended. Skills of interpretation, evaluation, synthesis and analysis are developed throughout the middle school English language arts program (see Core Curriculum Overview on page 3). Eighth grade English language arts students refine their understanding and use of argumentative writing and communication as well as the study of literature, language and grammar in preparation for high school. Students also utilize a variety of speaking, listening and viewing opportunities aimed at the holistic development of the learners. **The End-of-Grade test is required.** (*NC Elementary and Secondary Reform Act of 1984*)

Pre-Algebra

In the eighth grade, students build upon and extend the concepts and skills developed in previous grades in a rich and full mathematics curriculum following the North Carolina Standard Course of Study. Students move toward mastering mathematical computations and application skills and develop independence in solving meaningful problems. Many concepts necessary for success in later mathematics classes are also introduced in eighth grade, and it is the only year some are taught. There is also a heavy emphasis on algebra and geometry in the eighth grade. The intent of this course is to prepare students to enter Algebra I. Appropriate technology enhances and enriches the mathematics program.

Concepts taught in Pre-Algebra include: Real Numbers, Irrational Numbers, Indirect Measurement, Pythagorean Theorem, Dilations, Scatter Plots, Functions and Linear Equations, Solving Multi-Step Equations and Inequalities.

The End-of-Grade test is required. (*NC Elementary and Secondary Reform Act of 1984*)

Algebra I

The ability to think algebraically is necessary to function in today's workplace, to understand global news, either written or electronically transmitted and to be an intelligent consumer. Topics covered include a review of real numbers and operations, translations to and from mathematical symbols, linear equations and inequalities and application of rational numbers and functions. Students will also study graphing linear equations, systems of equations, basic operations of polynomials, factoring, radical expressions and non-linear equations.

While Algebra I is the foundation course for high school mathematics, students entering grade eight who meet the district criteria can enroll in Algebra I while at the middle school. Successful completion of Algebra I and a passing score on the Algebra I End-of-Course test prior to grade nine fulfills the Algebra I high school graduation requirement. The course will count toward the number of units in mathematics required for graduation (depending on the course of study). A student's grade point average (GPA), however, will only be computed with courses taken during high school years.

Students must take the NC End-of-Grade Test in Mathematics for Grade 8 and the NC End-of-Course Test for Algebra I. (*NC Elementary and Secondary Reform Act of 1984*)

Geometry

This course is designed to develop logical thinking skills through the use of proofs, inductive and deductive reasoning and practical applications. Topics covered include lines, planes, triangles, quadrilaterals, circles and solid figures.

While Geometry is usually taken at the high school level, this course is available to students entering grade eight who have received credit for Algebra I. Successful completion of Geometry, and a passing score on the Geometry End-of-Course test prior to grade nine, fulfills the Geometry high school graduation requirement and counts toward the number of units in mathematics required for graduation (depending on the course of study). A student's grade point average (GPA), however, will only be computed with courses taken during high school years.

Students must take the NC End-of-Grade Test in Mathematics for Grade 8 and the NC End-of-Course Test for Geometry. (*NC Elementary and Secondary Reform Act of 1984*)

Science 8

The science program is based on the *North Carolina Standard Course of Study* and builds on the concepts and skills acquired in kindergarten through seventh grade. The curriculum is designed around four strands. They include:

- The nature of science
- Science as inquiry
- Science and technology
- Science in personal and social perspectives

The focus at grade eight is patterns and cycles of natural and technological systems. The program provides students with a rigorous study of the Hydrosphere, Microbiology, Evolution Theory, Cell Theory and Chemistry. This course has a NC End-of-Grade Test which is based on the 8th grade curriculum and encompasses concepts built upon in the entire middle grades science curricula. **Students must take the NC End-of-Grade Test in Science for Grade 8.** (*NC Elementary and Secondary Reform Act of 1984*)

Social Studies 8

Students in eighth grade examine the roles of people, events and issues in North Carolina history that have contributed to the unique character of the state today. The course is chronological, focusing on colonial to contemporary times with references to key national events, issues and people that impacted North Carolina throughout these periods. Students examine the local, state and national government systems as a part of North Carolina history. This course provides the foundation which prepares students for success in high school social studies courses.

8th 0 Grade Exploratory Curriculum

THE ARTS

8th Grade Band (Yearlong)

Eighth Grade Band is a yearlong course designed as a continuation of both the Beginning Band and Seventh Grade Band curriculum. Students continue working on the complexities of music literacy with an increased emphasis on playing with musical expression and applying critical thinking skills to the analysis and description of the musical selections being performed by their ensembles. Students will be taught a rigorous curriculum that will prepare them for continuing their musical studies in High School, while also preparing them to understand the direct relationships that exist between music, the other arts and the other academic disciplines; students will also be challenged to understand music in relationship to the history and culture of today's world. Students in Eighth Grade Band will perform a minimum of three required concerts with many opportunities to perform for the community, festivals and parents. Students in Eighth Grade Band may choose to audition for District and State honor ensembles.

Choral Music (Semester)

Choral students will have the opportunity to explore the beauty of vocal expression and study the basic elements of music such as melody, rhythm, tonality, harmony, form, tone color and expressive qualities. In addition to school performances, students enrolled in Fall Choral Music can expect to perform a winter concert and students enrolled in Spring Choral Music can expect to perform a spring concert. There is also the opportunity for students to audition for State events. (A.L. STANBACK & GRAVELLY HILL MIDDLE SCHOOLS ARE SEMESTER ONLY – YEARLONG OR SEMESTER COURSE OFFERED AT C.W. STANFORD MIDDLE SCHOOL)



Visual Art (Semester or Yearlong)

This art course is designed for the student who is more seriously interested in art and will continue to build on the art foundations that were laid during the 6th and 7th grade classes. This includes the Elements of Art, the Principles of Design and art-specific vocabulary. Students will continue to explore and experiment with a variety of art techniques and processes with an increased emphasis on problem solving, critical thinking and perceptual awareness.

WORLD LANGUAGES

Middle school students who pass Spanish 1A and 1B or French 1A and 1B courses during grades 7 and 8, as described in the North Carolina Standard Course of Study for Grades 9-12, will receive one (1) world language credit which counts toward graduation.

Any world languages course which awards high school credit must consist of 150 clock hours of instruction in a traditional schedule and must be directed by a teacher. For Orange County middle school students, this means students must take their world language over a two-year period that consists of a semester each year in the same language. To receive credit, the student must have the required clock hours, a teacher recommendation and must pass the course.

While the courses will count toward graduation requirements, the student grade point average (GPA) will only be computed with courses taken during high school years.

Introduction to French (Semester)

This semester course is an introduction to the French language and culture. The student will acquire language proficiencies in listening, speaking, reading, writing, and culture. It is similar to the first semester of French 7 1-A. The course introduces the student to the requirements needed to learn French as a yearlong course.

French 8 1B (Yearlong)

This course is designed to complete a two-year program of world language study in the middle school and is also open to qualifying students who have passed the performance assessment for French 7 1A (Yearlong). After a short review of the material covered in grade seven, the student will be introduced to new and deeper concepts that continue the development of listening, speaking, reading, writing, and cultural skills. Strategies for comprehending vocabulary, grammar, pronunciation, and conversational fluency include total physical response and hands-on, interactive activities. There is a concentration on the awareness of one's own culture as it compares to the French culture. Successful completion of French 8 1B permits the student to enter French 2 at the high school.

Spanish: The Spanish Culture (Semester)

This semester course introduces students to the marvels of the Spanish culture in Spain and the Spanish-speaking world in the Western Hemisphere. The course includes a basic introduction to the language. This Spanish course seeks to expand the horizons of the student and develop an appreciation for the variety of experience in the world and in the classroom.

Students study some history and geography of Hispanic countries with a focus on the cultural diversity. Other topics include food, song, dance, holidays, clothing, religion and education of the Spanish speaking people. The students are actively involved in learning to sing songs and recite rhymes, dancing, writing a journal, performing skits and other forms of expression.

Spanish 8 1B (Yearlong)

This yearlong course is the second half of the two-year middle grades world language program (Spanish 7 1A and 8 1B). Spanish 8 1B continues the development of the reading, writing, speaking and listening skills introduced in grade seven.

After a brief review of the concepts studied in grade seven, students are introduced to more complex grammatical structures and more challenging vocabulary. Students produce journals, reports and letters to pen pals. They engage in such learning activities as games, singing, dancing, and oral dialogues. By the spring semester students receive 50% of the instruction in Spanish. A student exits the course with a deeper understanding of the subject and prepared for higher levels of the Spanish program in High School. **Students successfully completing this course may be prepared to enter Spanish II in grade nine.**

CAREER AND TECHNICAL EDUCATION

Automation and Robotics (Project Lead the Way) (Semester)

Students in this course will trace the history and development of automation and robotics. Students will learn about structures, energy transfer, machine automation and computer control systems. Students will acquire knowledge and skills in engineering and problem-solving. They will explore requirements for careers in engineering.

Exploring Business Technologies (Semester)

This course is designed to explore the nature of business in an international economy, economic systems, entrepreneurship and to study related careers in fields such as business management, financial services, information technology and marketing. Emphasis is on using the computer while studying applications in these careers along with problem-solving and critical thinking skills. Written communication and mathematics skills are reinforced as students explore

business applications, decisions and careers. Business and investment simulations as well as projects and teamwork provide opportunities for application of instructional competencies. This course contributes to an understanding of the business/financial world and the development of possible career plans.

Exploring Life Skills (Semester)

This course explores life skills essential for the adolescent now and in the future. Units include resource management, relationships, nutrition and wellness, childcare and career pathways. Resource management includes decision making, interior design and managing a sewing project. The relationships unit focuses on personal and social responsibilities with emphasis on the family across the life span. The focus is on developing a foundation for the application of life management skills. Skills in applying basic academics, problem-solving, decision making, and creative and critical thinking are reinforced in this course. This course also contributes to the development of the career development plan. (A.L. STANBACK & C.W. STANFORD MIDDLE SCHOOLS ONLY)

Biotechnology II (Semester)

Biofuels production in NC will be explored through hands-on laboratory experiences, readings from current news articles and computerized instructional activities. Students will learn how to run a bioreactor, purify a biofuel and construct a business analysis for biofuels production. (GRAVELLY HILL MIDDLE SCHOOL ONLY)

Advancement Via Individual Determination (Avid) (Yearlong)

AVID is a program for students in the middle who are underachieving, under-represented, or first-generation college students. The intent is to prepare these students for college by ensuring they enroll in rigorous college preparatory classes. The AVID elective class provides support, academic monitoring, and tutoring. Writing, inquiry, collaboration, and reading along with tutorials

and study skills are the core strategies introduced to students in the AVID elective class. Students must complete the AVID application process which includes completing the official application, a student interview and attending AVID orientation. More information regarding the AVID program can be found at the AVID website, www.avidonline.org. Additional information will also be provided through each middle school regarding the AVID program and student eligibility. (See application on page 22)

Healthful Living

Healthful Living is required at the eighth grade level. The Healthful Living course is divided into the two components of health and physical education. Physical Education is an activity based course that will focus on game techniques of each of the team and individual sports that were introduced at the seventh grade level. Students will learn history, rules, etiquette and higher level game strategies.

In addition, students will participate in daily physical fitness activities that will enhance the health related fitness areas of flexibility, muscular strength, muscular endurance, cardiovascular endurance and body composition. Students will assess their current fitness level through heart rate monitoring, body mass index calculations and participation in physical fitness tests. Students will learn the parts of a physical fitness workout and will be able to design their own personal workout by the end of the semester.

The Health curriculum will focus on the North Carolina Standard Course of Study which includes the five main strands of:

- Mental and Emotional Health
- Personal and Consumer Health
- Interpersonal Communication and Relationships
- Nutrition and Weight Management
- Substance Abuse Prevention

Support Services

COUNSELING

Counseling and consultation are available to middle school students through the guidance division of support services. Our middle schools provide the expertise of trained counselors, social workers and psychologists who work with parents, students and staff members on a daily basis. Mediating conflict, helping students establish academic goals and creating an emotionally supportive environment both in and out of the classroom are some of the services provided. Any parent or student who would like an appointment with our support services staff is encouraged to call or visit the office.

TECHNOLOGY

The primary goal of the technology programs at Stanback, Stanford and Gravelly Hill Middle Schools is to support the integration of the North Carolina Computer Skills Curriculum into all content areas included in the *North Carolina Standard Course of Study*. Computers are in every core classroom, and “Sign Up Labs” are available to help teachers incorporate computer skills into their daily lessons and to use for special projects. Emphasis is placed on students using word processing, database and spreadsheet skills in order to help develop computer literacy.

MEDIA

The Orange County Schools Middle School Media Centers are designed both to help students find information and decide on its accuracy and usage. Resources are up-to-date electronically and are easy to use. Other resources in print (books, magazines, etc.) are also current and easy to find and use. Our school media program follows the *North Carolina Standard Course of Study* that outlines information services and supports all other curricular areas. The media coordinators and media assistants work directly with the teachers and students to enhance classroom instruction and help students prepare for our rapidly changing information age.

EXCEPTIONAL CHILDREN'S SERVICES

The Exceptional Children's Program offers a full continuum of services to meet the needs of Orange County Schools students who have disabilities. Students having significant difficulties academically are evaluated with parental consent, and educational programs are developed according to state and federal guidelines. A team consisting of the parents of the exceptional student, the exceptional student himself or herself and the teachers of that student work together to draft and implement Individualized Education Plans (IEPs). Additionally, Section 504 requires that schools not discriminate against students with disabilities. Schools must provide these students with reasonable accommodations comparable to those provided to their peers. If your student has a substantial disability that limits his or her ability to learn, he or she may be eligible for a 504 plan. Please contact your student's school counselor to discuss the 504 process.

DIFFERENTIATED EDUCATION SERVICES

Orange County Schools recognizes the diverse needs of academically and intellectually gifted students and provides a range of services at the middle school level. When students demonstrate a need for in-depth learning and/or accelerated instruction, classroom teachers provide differentiation in collaboration with the school's Academically/Intellectually Gifted Resource teacher. These academic and interest development activities offer rigorous enrichment within and beyond the *North Carolina Standard Course of Study*.

Services offered at the middle school level include Math 6 Accelerated, Math 7/8, Math 8 Accelerated, Algebra I, Geometry, English Language Arts 8, cluster grouping, curriculum compacting, learning centers, seminars and various contests and competitions.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language (ESL) is a program that assists limited English proficient students (LEP) to become proficient in the English language (speaking, writing, reading and listening). Students who have qualified for the ESL class will be served by the ESL Program teacher. The ESL Program teacher uses a balanced literacy approach to implement the *North Carolina Standard Course of Study*.



Dear Parents:

Your child may be eligible for AVID, a program dedicated to helping students achieve their goals of going to college. Students considered for AVID are bright students who might be underachieving, underrepresented in the college system or first generation college students. The AVID class, held within the regular school day, provides support, academic monitoring and tutoring. The writing process, Socratic questioning, collaborative learning and reading are the core strategies of the program.

What is Required of an AVID Student?

Each AVID student carries a binder in which he or she is required to keep materials from all academic classes. Students keep track of assignments on assignment sheets and are required to take daily notes in all academic classes. The notebooks are graded weekly for content and organization by tutors. Led by tutors, students participate in tutorial groups in the AVID classroom. In addition, students are taught study skills, test preparation, time management and the writing process. Teachers fill out periodic progress reports, in addition to routine school progress reports, for monitoring by the AVID teacher/coordinator.

Who are AVID Tutors and What Do They Do?

AVID tutors receive training in methodologies used in AVID: writing process, Socratic questioning, collaborative learning and reading. They are in the classroom weekly to serve as models and to help students achieve success in rigorous classes. They are trained not to give students answers but rather to guide them toward answers. They may even ask permission to “shadow” students in their classes to help them learn how to take notes more effectively.

What Can Parents do to Support AVID Students?

Communication between the AVID teacher and the parents is essential. The AVID teacher will contact you to share your student’s progress, and appreciates any information you can share. At home, parents can see to it that students are doing their homework in a quiet place with few interruptions. By asking your student about his/her day and inquiring about homework and the events of school, you will bridge what could be a great gap between his/her school life and home life. When the two are connected, successes increase. In addition, stressing your belief that your student can succeed in high school and attend college will also motivate him/her to work harder and achieve more. Throughout the year, schools will host Parent/Family Workshops, which will address topics of concern relating to student success in school.

Thank you very much for all of your support! Please feel free to contact me or your child’s school if you would like to know more about the AVID program.

Sincerely,

Ann Winer
AVID District Director
919.644.3200 x 12640

AVID Application

(Advancement Via Individual Determination)

AVID is an elective class offered to students who would like to prepare for four-year universities. The curriculum features writing, inquiry, collaboration, reading, note-taking and study skills, and college/career/motivational activities. The AVID class is an elective. College students are in the classroom as tutors twice a week and field trips are taken to universities in the area. Students must commit to taking notes in subject-area classes on a daily basis. Other requirements for applicants are satisfactory citizenship, good attendance, and GPA of 2.0-3.5.

Please Print in Ink

Return this portion to: _____

Name: _____

Home Phone: _____

Parent/Guardian Name(s): _____

School Currently Attending: _____

GPA (Last report card): _____ Total absences this year: _____

Citizenship Marks (Last report card): _____

Two Teacher Recommendations: _____

Student Signature: _____

Parent Signature: _____

AVID QUESTIONNAIRE



PLEASE ANSWER ALL QUESTIONS WITH COMPLETE SENTENCES.

1. What do you think will be expected of you if you join AVID?

2. Do you understand that AVID will be one of your electives for your schedule?

3. How do you feel when you don't achieve a good grade?

4. Are you willing to take fifteen pages of notes per week?

5. What do you like most about school?

6. What do you like least about school?

7. Why do you want to go to college?

8. Describe how you study, do homework, or prepare for a test.

9. How would you like to make a living when you become an adult?

10. Do you have any questions you would like to ask us about the AVID program?

SEVENTH GRADE EXPLORATORY INTEREST INVENTORY

2011-2012

SAMPLE

Name _____

Parent Signature _____ Date _____

IMPORTANT INFORMATION

- ❖ All 7th grade students will participate in one semester of Physical Education/Healthful Living.
- ❖ A student is allowed to participate in only one yearlong Exploratory Course.
- ❖ Students may be placed in a remediation course based on EOG testing and other school data.

SEVENTH GRADE EXPLORATORY COURSES

Please select Exploratory Courses from the following options. You may select a) one yearlong and one semester course or b) three semester courses. Also, please write in one alternate in case any of your first choices are unavailable.

The Arts/Band

- _____ Band 7 (yearlong)
- _____ Chorus (semester)
- _____ Chorus (yearlong)
- _____ Art (semester)
- _____ Yearbook (CWS only/yearlong)

World Languages

- _____ Spanish (semester)
- _____ Spanish 1A (yearlong)
- _____ Introduction to French (semester)
- _____ French 1A (yearlong)

Career & Technical Education

- _____ Exploring Life Skills (ALS & CWS only) (semester)
- _____ Business Computer Technology (semester)
- _____ Exploring Biotechnology I (GH only) (semester)
- _____ Design and Modeling (semester)

AVID

- _____ AVID (Advancement Via Individual Determination (yearlong)
*Must complete application process and be accepted.

Alternate _____

EIGHTH GRADE EXPLORATORY INTEREST INVENTORY

2011-2012

SAMPLE

Name _____

Parent Signature _____ Date _____

IMPORTANT INFORMATION

- ❖ All 8th grade students will participate in one semester of Physical Education/Healthful Living.
- ❖ A student is allowed to participate in only one yearlong Exploratory Course.
- ❖ Students may be placed in a remediation course based on EOG testing and other school data.

EIGHTH GRADE EXPLORATORY COURSES

Please select Exploratory Courses from the following options. You may select a) one yearlong and one semester course or b) three semester courses. Also, please write in one alternate in case any of your first choices are unavailable.

The Arts/Band

- _____ Band 8 (yearlong)
- _____ Chorus (semester)
- _____ Chorus (yearlong)
- _____ Art (semester)
- _____ Art (yearlong)

World Languages

- _____ Spanish (semester)
- _____ Spanish 1B (yearlong)*
*Spanish 1A required in 7th grade
- _____ French (semester)
- _____ French 1B (yearlong)*
*French 1A required in 7th grade

Career & Technical Education

- _____ Exploring Life Skills (ALS & CWS) (semester)
- _____ Exploring Business Technology (semester)
- _____ Biotechnology II (GH only) (semester)
- _____ Automation and Robotics (semester)

AVID

- _____ AVID (Advancement Via Individual Determination (yearlong)
*Must complete application process and be accepted.

Alternate _____

MIDDLE SCHOOL PLAN

Use this worksheet to plan your Middle School courses based on your interests and abilities. You may find that your plan changes as you have the opportunity to explore more courses each year. At any time during your middle school years, you can visit www.orange.k12.nc.us and look at the High School registration guide to get an idea of the types of classes that will be available to you in the future.

Grade 6

Grade 7

Grade 8

When I get to High School, I might want to explore:



The Orange County School System does not discriminate on the basis of race, sex, color, national origin, creed, or disadvantaging or handicapping conditions in its educational programs, activities, or employment practices.