Dear GCS Students,

Welcome to the 2018-19 student registration catalog. This document contains information about the multitude of choices that Guilford County Schools provides its students to help them reach the next stage of academic progress. From required courses to highly specialized opportunities in career and technical education or the arts, each will move you closer to graduation and success beyond the classroom.

Please take time to review the courses outlined in this catalog. In many cases there are prerequisites you must complete before moving on to advanced coursework, so I encourage you to work with your counselors and parents to draft a plan that helps you reach your goals.

GCS is proud to offer courses and programs that will help prepare you for the college and career of your dreams. Think about your long-term goals and make choices that will help you soar to greatness.

In the interest of all children,

Sharon L. Contreras, Ph.D.
Superintendent

www.gcsnc.com
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Introduction
The Guilford County Board of Education is committed to developing middle schools that are of the highest quality. Our middle schools provide clear evidence of how schools can be developmentally responsive to the needs of adolescents, as well as provide a sound, rigorous program.

Outstanding middle schools typically exhibit the following characteristics or components:

- Team organization
- Teacher advisory
- A focus on the core curriculum
- A variety of electives
- An emphasis upon career exploration
- An emphasis upon technology

All of these components are evident in GCS middle schools.

The middle school years are crucial. Students are moving at varying rates through intellectual, physical, social and emotional changes. Success requires attention to students’ individual and collective needs; middle schools in GCS address these needs.

The Guilford County Board of Education has approved for individual middle schools to modify course offerings to best meet the needs of their students. This means that not all courses will be offered at each GCS middle school. These decisions will be made following the receipt of student registration information by the Middle School Leadership Teams.

Say Yes to Education
Say Yes to Education Guilford seeks to help students attending Guilford County Schools get the support they need to graduate from high school and be ready for post-secondary success. This support starts with the youngest learners and continues until students graduate from college or postsecondary programs. In addition, the program provides tuition and other postsecondary scholarship support to eligible Guilford County Schools graduates to aid in the costs associated with completing a college or a postsecondary certificate. For more information, visit www.SayYesGuilford.org.
General Information
The middle school day includes core courses (language arts, social studies, science, mathematics, and health and physical education) and elective courses (arts education, career and technical education, and world languages). In addition, each student is assigned to an advisor/advisee group (AA).

- Middle school students register for core courses and elective classes.

The information provided in this book is current at the time of printing. It is recommended that you work closely with your school counselor during the registration period to be aware of any changes. For more information, please refer to the Registration Toolbox located on the Guilford County Schools website. Go to www.gcsnc.com and search for Registration Toolbox.

North Carolina Tdap Vaccine Requirement
The North Carolina General Statutes (G.S. 130A-152 (a)) require immunizations for every child present in the state. Beginning July 1, 2015 North Carolina requires all individuals entering seventh grade or by 12 years of age on or after July 1, 2015 to have one dose of Tdap (tetanus, diphtheria, pertussis) vaccine and one dose of meningococcal conjugate vaccine (MCV). A second dose of MCV is required for individuals entering the 12th grade or 17 years of age, whichever comes first, beginning August, 2020.

The Tdap vaccine protects children from tetanus, diphtheria and pertussis (also called “whooping cough”) and MCV protects against meningococcal disease. For more information, go to www.gcsnc.com and search for Health Services and Nursing.
Middle School Magnet Programs

GCS is a national leader in providing specialized schools and instructional programs designed to meet the educational needs of a culturally diverse citizenship. The district offers parents and guardians a wide variety of choices for their student’s education—choices that build on or stimulate educational interests, foster academic achievement and support cultural and ethnic diversity. Students who are visual or performing artists, students who are interested in the sciences, and students who enjoy small learning environments can all find a place designed just for them. The next few pages of this book outline the different schools and programs available to our students. For more information, speak with your school counselor or go to www.gcsnc.com and search for Magnet and Choice Schools.

Allen Jay Middle School - A Preparatory Academy

Themes/Programs: College Preparation & Leadership Development

Allen Jay Prep Academy provides middle school students an alternative to traditional instruction. Designed to provide an energetic learning environment with high structure, this GCS magnet program is based on five pillars: character and service, academic rigor, innovative instruction, leadership development and effort and commitment. The use of music and movement serves to engage students and provide alternative means for learning and demonstrating knowledge. The curriculum will focus on literacy and college preparation, with an emphasis on structure and positive reinforcement. Instructional practices are designed to increase engagement, build independence and stimulate higher-order thinking for students. The school will have extended school days and will have an extended school year and families should be able to commit to these components. The Academy serves scholars in grades 5 - 8.

The Academy at Lincoln

Themes/Programs: Global Studies, Performing and Visual Arts

The Academy at Lincoln maintains a rigorous academic program. We believe that every student deserves the opportunity and freedom to excel in his/her own way. Inspired by past and current educational research on the nature of learning, The Academy at Lincoln Performing Arts and Global Studies programs are designed to encourage, nurture and support students in using their personal interests, natural learning abilities, and individual learning styles. Students have access to a variety of visual and performing arts classes as well as Spanish instruction. Additionally, core curriculum teachers weave the arts and global studies into their instruction to help students develop and reach their fullest intellectual, personal, creative and social potential. These methods challenge and engage students, helping them to build important study, critical thinking and decision-making skills while building self-confidence and a lifelong love of learning.
The Performing and Visual Arts Program at The Academy at Lincoln consists of the following classes:

- **Band**: 6th Grade, 7th Grade, 8th Grade
- **Chorus**: 6th Grade, 7th Grade, 8th Grade
- **Dance**: 6th Grade, 7th Grade, 8th Grade
- **Orchestra**: 6th Grade, 7th Grade, 8th Grade
- **Piano**: 6th Grade, 7th Grade, 8th Grade
- **Theater**: 6th Grade, 7th Grade, 8th Grade
- **Visual Arts**: 6th Grade, 7th Grade, 8th Grade

*Please note that all encores are available to all students at The Academy at Lincoln. The Performing Arts and Global Studies are integrated into all classes.*

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**Swann Middle School**

**Themes/Programs: Science and Technology, Spanish Immersion**

**Science and Technology**: Swann provides a specialized science and technology program including course topics such as Botany, Ecology, Physics, Genetics, Forensic Science, and Engineering Challenge, Bridge Design Challenge, Programming and Coding Challenge, Video Game Design, 3D Printing and Design Challenge and Drone Technology. The curriculum augments the Common Core Standards with an emphasis on physical, earth, environmental and life sciences. The strong connection between technology and classroom practice further enhances the magnet theme. Students are actively engaged in investigating, discovering and applying concepts from all core areas to real-world issues through the lens of scientific thinking skills and with the support of current technology in magnet courses.

**Spanish Immersion**: The Spanish Immersion program at Swann provides a partial language experience in a multicultural setting for students who want the advantage of proficiency in a second language. In this program, students learn science, social studies and literature (Spanish Literacy) in Spanish. Students are required to have attended the Spanish Immersion Program at Jones Elementary or Kirkman Park prior to entering Swann Middle. Benefits of bilingualism include increased language and vocabulary development, expanded understanding of language differences and enhanced opportunities in a growing bilingual workforce.
Brown Summit Middle School
Theme/Program: Center for Advanced Academics

Brown Summit Middle School is a dedicated magnet school that has a capacity of 246 students (82 at each grade level). The advanced academics theme of the school is infused throughout the students’ instructional day. The curriculum is rigorous and intended to foster a student centered approach resulting in independence, understanding and self evaluation. Every student receives Latin during all three years of middle school which prepares them for PSAT/SAT success. Due to the school’s rigorous curriculum, prospective students must earn End of Grade (EOG) scores of 70 percent or higher in both reading and math and a final grade of “B” or higher on the current and previous year’s report card to meet admission criteria.

Opportunities for after school extracurricular activities are limited; however, opportunities for advanced learning clubs and experiences can extend beyond the instructional day and are decided by faculty and student interest.

Ferndale Middle School
Theme/Program: International Baccalaureate Middle Years Programme

Ferndale Middle School is a MYP (Middle Years Programme) IB World school. Ferndale will continue to serve students from its attendance zone and will enroll 50 new magnet students each year by lottery. Students at Ferndale celebrate diversity among cultures by identifying the International Baccalaureate Learner Profile Characteristics in themselves and others. They are involved in rigorous concept-based instruction as they engage in eight content areas (Language Acquisition, Language and Literature, Individuals and Societies, Sciences, Math, Arts, Physical Education and Technology/Design). MYP students explore sixteen key concepts (big ideas) across the curriculum as well as identifying global contexts that direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet.

Teachers at Ferndale plan interdisciplinary units of study both horizontally and vertically with the end result in mind. Opportunities are provided for students to participate in global studies and service learning which inspire students to be active learners, well-rounded individuals and world citizens. The staff at Ferndale Middle School is committed to providing a safe, purposeful learning environment for all students. As a result, our students will become responsible, contributing citizens within their home community as well as our diverse world.
Otis L. Hairston, Sr. Middle School
Theme/Program: International Baccalaureate World School
MYP (Middle Years Programme)

Otis L. Hairston, Sr. Middle School is a MYP (Middle Years Programme) IB school. Hairston Middle will continue to serve students from its attendance zone and will enroll 150 new magnet students each year by magnet application. Students at Hairston celebrate diversity among cultures by identifying the International Baccalaureate Learner Profile Characteristics in themselves and others. They are involved in rigorous concept-based instruction as they engage in eight content areas (Language A, Language B, Humanities, Sciences, Math, Arts, Physical Education and Technology). MYP students explore sixteen key concepts (big ideas) across the curriculum as well as identifying global contexts that direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet.

Teachers at Hairston plan interdisciplinary units of study both horizontally and vertically with the end result in mind. Opportunities for students to participate in global studies include units such as Cultural Awareness, the election process and the eradication of poverty. The staff at Otis L. Hairston, Sr. Middle School is committed to providing a safe, purposeful learning environment for all students. As a result, our students will become responsible, contributing citizens within their home community as well as our diverse world.

All Hairston students participate in a variety of Service Learning projects that reach beyond the school and impact the world community. Students are encouraged to assist in the creation and implementation of service-oriented activities while at the same time emphasizing the importance of reflection on a personal and academic level. These Service Learning projects inspire students to be active learners, well-rounded individuals and world citizens. Students are taught to be dynamic learners who gain practical experience while being part of an international community.

The Doris Henderson Newcomers School
Theme/Program: English Language Learning

GCS is proud of its diversity. Across the district, GCS students speak more than 100 languages and dialects. Approximately 6,000 English language learners are enrolled in GCS, and we expect those numbers to increase. When we strive to provide an environment that meets the needs of English language learners, we give these students a better opportunity for success.

The Doris Henderson Newcomers School is designed for students in grades 3 through 12 who have recently arrived in the United States and are considered novices on the North Carolina language test. The goal of the school and its staff is to accelerate literacy skills and prepare English language learners to bridge the gap between a newcomer setting and the assigned school.
Students generally attend the school for one year, but may attend for a longer or shorter time depending on individual achievement and progress. When students arrive at the school, they are assessed to determine their academic and language skills and are placed into classrooms that best meet their needs. The Doris Henderson Newcomers School also provides adult English language instruction, K-12 tutoring, babysitting and family outings on Saturdays. At least one member of each family is encouraged to participate.

The school consists of highly qualified teachers and additional support staff. Instruction includes English language, math, writing, science, social studies and computer skills. Counselors and teachers work with students in order to ease the transition to their new culture and environment. The staff assists with community connections, health outreach programs and student counseling. Field trips are essential to creating positive social experiences and building background knowledge of the community. Students visit local sites, such as the University of North Carolina Greensboro, North Carolina A&T State University, Guilford College, Bennett College for Women, police stations, fire departments, banks, the North Carolina Zoo, parks, libraries and museums, as well as local governmental departments.

Prior to completing the program at the Doris Henderson Newcomers School, teachers and counselors develop a plan for transitioning students to their assigned schools. Once the student enrolls in the assigned school, social workers conduct follow-up sessions with families.

To enroll or obtain information, please call the Doris Henderson Newcomers School at (336)316-5883.

**Johnson Street K-8 Magnet School**

**Themes/Programs: Global Studies, Extended Year**

Johnson Street Global Studies Extended-Year K-8 Magnet School offers a unique approach to address the needs of its students. The international focus of the global studies program will prepare students to be active, knowledgeable citizens of a global society. Through their international studies, they will learn to understand how their actions as individuals impact the larger community of their classroom, their school, our country and our world, just as the actions of a single country impact the entire globe. Students will also learn why it is important to know and understand what is happening around the world by studying the history of each country and focusing on current events. Most importantly, they will learn to genuinely respect and accept the differences that make people and their cultures unique. Learning these lessons is a clear advantage for all students in today’s world.
This global focus of the school is integrated throughout the rigorous traditional curriculum of reading, writing, mathematics, and science and is strongly emphasized in computer sciences, art and music as well. Students receive instruction in the Japanese language beginning at the kindergarten grade level where exposure to languages is proven to enhance a child’s overall ability to learn and understand all foreign languages. Numerous internationally themed programs and events, such as Global Week and International Night, allow students to meet and talk with people from foreign lands and experience the food, dance and culture of many different countries. In addition, students benefit academically from small class sizes and a 200-day calendar; the extended calendar allows for quarterly field trips and provides four additional weeks of instruction per year over their peers on a traditional calendar. Johnson Street Global Studies students are proud of the education they receive and will be well-prepared to meet the challenges of the future in a global economy.

Penn-Griffin School for the Arts
Themes/Programs: Performing and Visual Arts
In addition to traditional core courses, Penn-Griffin School for the Arts offers elective courses in eight arts disciplines: Band, Chorus, Dance, Guitar, Orchestra, Piano, Theatre and Visual Arts. Unique to Penn-Griffin is the opportunity for students to journey through the arts in one school from sixth through twelfth grade. (NOTE: High School acceptance is based on a comprehensive application process including academics, audition, and an interview.) The arts program is designed to allow students to explore multiple arts areas in sixth grade and then choose an area as their arts major in seventh and eighth grades.

Middle School students who are interested in applying to Penn-Griffin will complete and submit the GCS online application by the deadline. Penn-Griffin School for the Arts staff highly recommends that students have an interest in the Performing and Visual Arts since this is our school’s magnet focus.

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<tr>
<th>Band</th>
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<th>Orchestra</th>
<th>Piano</th>
<th>Theater</th>
<th>Visual Arts</th>
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Welborn Academy of Science and Technology
Themes/Programs: Science and Technology
The school will continue to serve students from its attendance zone and will enroll new magnet students each year. Students will benefit from the integration of science, technology and mathematics throughout the curriculum with a primary focus on literacy, college and career preparation. Instructional practices will be designed to increase engagement, build independence and stimulate higher-order thinking for students. The curriculum augments the Common Core State Standards and Essential Standards for Middle School. Science themes are incorporated throughout each grade level with an emphasis on physical, earth, environmental and life sciences. Science courses will focus on:

• Sixth Grade Science: Earth Science
• Seventh Grade Science: Life & Physical Science
• Eighth Grade Science: Environmental Science

Students will be exposed to technology themes throughout each grade level, primarily through CTE courses, with an emphasis on:

• Sixth Grade CTE Courses: Exploring Career Decisions
• Seventh Grade CTE Courses: Technology, Design and Innovation
• Eighth Grade CTE Courses: Exploring Business Technologies and Technological Systems

Actively engaging students in investigating, discovering and applying concepts from all core areas, students will be involved in activities and lessons that include real-world issues through the lens of scientific thinking skills. Support through technology will be integrated to further enhance the building of critical thinking and problem solving with a personalized focus. Students will move toward college and career readiness by engaging in the relentless pursuit of excellence.
Grading Scale
Report cards are issued to students every nine weeks. Interim reports are issued to all students during the nine-week grading period.

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<td>B</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
<td>59 and below</td>
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<td>I</td>
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Promotion Standards
To be promoted in grades six through eight, a student must pass a minimum of five (5) subjects and may not fail more than one of the core subjects (language arts, mathematics, science and social studies). If a student fails the same core subject more than once during the middle school years, he/she must receive appropriate supplemental assistance in order to be promoted to high school.

Student Attendance K-12
A. Lawful Absences
1. Excusable absences permitted by NC State Board of Education Attendance Rules:
   (a) Illness or injury
   (b) Quarantine
   (c) Death in family
   (d) Medical/Dental appointments
   (e) Court proceedings
   (f) Religious observances
   (g) Educational opportunity
   (h) Suspension
   (i) Expulsion

B. Unlawful Absences
Unlawful (unexcused) absences are defined as the student’s willful absences from school without the knowledge of the parents/guardians, or the student’s absences from school without justifiable causes with the knowledge of parents/guardians.

C. Homebound Placements
Homebound placements are based on medical recommendations and students are credited as in attendance when pre-approved by the appropriate official in the Guilford County Schools.

D. Make-up Work
Students are responsible for all work missed when absent from school. Immediately upon returning to school students must make arrangements with their teacher(s) to make up all work (assignments, tests, projects, etc.) missed while absent.
E. Absence Documentation Requirement
All absences require a written note from the parent/guardian explaining the absence(s). The student should deliver the note to school authorities (teacher, attendance office official, etc.) as soon as possible upon his/her return to school. Failure to submit such notes within 3 school days after returning to school will result in an unlawful absence being recorded. Parents/guardians are requested to contact school officials immediately when unanticipated absences occur. All anticipated periods of absence should be reported to school officials prior to the period of absence. Such absences should receive prior approval by school officials. Prior approval is required for any student departing from campus once he/she has arrived; this approval is required throughout the school day. Students must follow a sign-out procedure as established by the school.

F. Attendance Awards
A student qualifies for an Attendance Award by being in attendance each day that school is in session during an entire school year. In addition, high schools have the option of allowing students with at least 97% attendance to waive one final exam at the end of each semester. (Note: Course exams required by the state are not eligible to be waived.)

G. Definition of being “in attendance”
To be considered “in attendance,” a student must be present in the school for at least one-half of the school day (or one-half of the class for class attendance in secondary schools).

Students may, with the approval of school principal or designees, attend an authorized school activity and be considered “in attendance.” Such activities include, but may not be limited to, job shadowing and other work based learning activities, field trips, athletic contests or other competitions, student conventions, music festivals, concerts, or similar activities approved by the school.

H. Unlawful Absence Disciplinary Actions
Unlawful absences will result in conferences with parents/guardians. Unlawful absences and/or truancy may lead to disciplinary action to include court proceedings involving parents and/or students if the student is under sixteen years of age. North Carolina General Statute (G.S. 115C-378) requires attendance until age sixteen (16).
Middle School Attendance Requirements

Students are limited to six (6) absences per semester or twelve (12) absences per school year. Any absences beyond six (6) and twelve (12) would require make-up time. When an absence qualifies for make-up time, it must be made up immediately following that absence. If the absence occurs at the end of the first, second or third marking periods, the absence must be made up within ten (10) days. During the last marking period, all absences must be made up within that marking period. Four hours of make-up time will constitute one day of absence. Students will have two days per each day’s absence to make up assignments, with exceptions considered by each school’s principal.

Each school will design its own Extra Help Program for making up time; programs may include opportunities for making up time before school, after school, on weekends or teacher workdays.

Parents will receive notification of all absences at three (3) days, six (6) days, and ten (10) days. Excessive absences will be a factor in consideration for retention.
Middle School Athletic Eligibility Requirements

The following requirements must be met to participate in middle school athletics.

**Age:** A student may not participate on a middle school team if his or her 15th birthday comes on or before August 31st of the present school year.

**Medical Examination:** A player must receive a medical examination once every 395 days by a duly licensed physician, nurse practitioner or physician’s assistant. Student-athletes and their parents must complete the concussion awareness form annually prior to participation, including tryouts.

**Attendance:** A student must have been in daily attendance 85 percent of the previous semester. Daily absences cannot be made up under any circumstances, even if a student attends Saturday classes, extra help sessions or any other means to make up academic work. A student must, at any time of any game in which he or she participates, be a regularly enrolled member of the school’s student body, according to local policy. (In determining attendance, ALL absences count towards the total, regardless of reason.)

**Academics:** Student must pass three of their four core courses each semester to be eligible for athletics.

**Promotion:** Students must meet state and local promotion standards each semester. This includes the academic requirement listed above.

**Residence Requirement:** A student is eligible to participate at the school to which they are assigned by the Board of Education. Transfers within the GCS are governed by Board of Education policy.

**Six Semester Rule:** From the time a student first enters the sixth grade, they have 6 consecutive semesters to complete their middle school athletic eligibility.

Check with the coaches at your middle school to learn what sports are offered.
Summary of Testing Procedures
Students in grades six through eight take various tests to assess their academic proficiency and progress. A brief description of some of the tests required by the state or administered at local option is provided below.

End-Of-Grade Testing Program
End-of-Grade (EOG) tests are administered at the end of the school year to provide general measures of student achievement. EOG tests are curriculum-based assessments that are given in reading and mathematics to students in grades six through eight. Eighth-graders will also take the EOG science test.

EOG tests are used to monitor each student’s performance and the implementation of the NC Standard Course of Study. EOG tests in grades 6 - 8 provide information about grade level proficiency in relation to five achievement levels. Students scoring at Levels 4 and 5 meet college and career readiness standards, while student attaining a Level 3 designation meet grade-level standards of proficiency. Students scoring within Levels 1 and 2 have limited or partial command of grade-level standards and do not meet college and career readiness standards.

End-of-Course Testing Program
The End-of-Course (EOC) tests are state tests provided by the Department of Public Instruction which local systems are required to administer at the end of certain courses. Middle school students who take Math 1 or any other EOC course will be required to take the appropriate EOC test at the end of the course. EOC tests, by state regulation, count 20 percent of the final course grade. Students may drop an EOC course only during the first 20 days of the school year.

EOC tests are administered at the end of the school year to provide general measures of student achievement. EOC tests are curriculum-based assessments that are given in Biology, English II, and Math 1.

Like EOGs, EOC tests are used to monitor each student’s performance and the implementation of the NC Standard Course of Study. EOC tests in grades 6 - 8 provide information about grade level proficiency in relation to five achievement levels. Students scoring at Levels 4 and 5 meet college and career readiness standards, while student attaining a Level 3 designation meet grade-level standards of proficiency. Students scoring within Levels 1 and 2 have limited or partial command of grade-level standards and do not meet college and career readiness standards.
North Carolina Final Exams
The NC Final Exams (NCFEs) are used to assess the amount of growth students achieve as the result of a teacher’s instruction. The NCFEs are used in grades or subject areas that do not have an EOG or EOC to measure student growth. Therefore, depending on a school’s course structure, the NCFE of science in grades 6 and 7 and/or the NCFE of social studies in grades 6, 7, and 8 may be administered at the end of the semester or year.

NAEP
The National Assessment of Educational Progress (NAEP), also known as “the Nation’s Report Card,” is the only nationally representative and continuing assessment of what students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. In addition, the State Board of Education adopted policy to support the participation of North Carolina schools in national and international assessments such as NAEP. Examples of international assessments include the Trends in International Mathematics and Science Study (TIMSS) and The Progress in International Reading Literacy Study (PIRLS). When participating, a sample of GCS schools and students are selected to represent the state on the NAEP and other international assessments. For more information about these assessments, refer to the following web sites:

- NAEP: http://nces.ed.gov/nationsreportcard/
- TIMSS: http://nces.ed.gov/timss/
- PIRLS: http://nces.ed.gov/surveys/PIRLS/

These assessments typically occur during the second semester of the academic year.
Students With Special Needs
Exceptional Children
In accordance with North Carolina Policies Governing Services for Children with Disabilities (amended July 2014) and the Individuals with Disabilities Education Act (IDEA), GCS provides special education and related services for students with disabilities, ages 3 through 21. Students identified with a disability and found eligible for special education are offered services, as appropriate, to meet their unique needs as specified in their Individual Education Program (IEP).

Questions concerning courses and services for students with an IEP should be directed to the School Counselor and Exceptional Children Teacher/Case Manager. Additional information can be accessed on the GCS Exceptional Children website at www.gcsnc.com and search for Exceptional Children.

Section 504
Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the child with a disability has equal access to an education. The child may receive accommodations and modifications.

A student may be found disabled under Section 504 if he/she has

- a physical or mental impairment which substantially limits one or more major life activity (i.e. learning, behavior, seeing, walking, and so forth)
- has a record of impairment
- or is regarded as having an impairment

Students eligible under Section 504 are entitled to supports and services which are delivered through a 504 plan. For a list of frequently asked questions about Section 504, please visit https://www.ed.gov/ and search for 504 Frequently Asked Questions.

For more information, contact the Lead School Psychologist -Section 504 and/or the Director of Psychological Services.

Non-Discrimination Policy
In compliance with federal laws, Guilford County Schools administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, marital status, parental status, or gender, except where exemption is appropriate and allowed by law. Refer to the Board of Education’s Discrimination Free Environment Policy AC for a complete statement. Inquiries or complaints regarding Title IX should be directed to the Guilford County Schools Hearing/Compliance Officer, 120 Franklin Boulevard, Greensboro, NC 27401; 336-370-8154. Inquiries or complaints regarding Section 504 should be directed to the Director of Exceptional Children, 120 Franklin Boulevard, Greensboro, NC 27401; 336-370-8103. Tobacco-Free Facilities - All Guilford County Schools facilities, both educational and athletic, are tobacco-free learning environments.
Home/Hospital Services
A student may be eligible for Home/Hospital services if they are medically or physically unable to attend school for a period of 20 consecutive dates or more as documented by a physician. Typically, services are provided on a temporary basis with the goal for the student to return to their school as soon as possible. For more information, please contact your school counselor.

English Learners Instruction
The goal of English Learners services is to transition English Learners (ELs) from the EL program within two to five years, depending on their English language levels. The W-APT Language Proficiency Test is administered when a student initially enrolls to determine the level of English proficiency of the student and design instruction for academic language development. The students English Proficiency level is monitored annually with the WIDA ACCESS 2.0 for ELLs. The WIDA ACCESS 2.0 for ELLs test is administered during a window from February to March for all students identified as ELs. EL services are provided until they meet state-designated exit criteria on the WIDA ACCESS 2.0 for ELLs. The student is then exited from the ESL program, and the parent is notified. Exited students are monitored for two years to ensure academic success.

The Academically Gifted (AG) Program
AG students are described as students who demonstrate remarkably high levels of accomplishment when compared with others of their age, experience, or environment. The AG Program provides a continuum of services to address the academic needs of these students. Whenever system-wide achievement test results are available, all students’ scores are examined for evidence of need for AG services. Students may also be referred for review by teachers or parents.

Eligibility for AG services is declared in reading and/or mathematics based on a student’s achievement test scores and academic performance indicators.

In middle school, AG academic needs in English/Language Arts and Mathematics are addressed through participation in advanced classes and through differentiated curriculum and practices within classrooms. AG students are grouped with students of similar academic achievement in order to maximize the opportunity for rigorous curriculum and instruction. Students attend heterogeneous classes for Science and Social Studies.
Students who demonstrate a need for Very Strong AG services may be eligible to participate in the Very Strong (VS) services program offered only at The Academy at Lincoln. In the VS program, AG academic needs of VS eligible students are addressed through participation in advanced classes in all four core subject areas: English/Language Arts, Math, Science, and Social Studies.

Parents of all AG students in middle school receive annual plans describing the extent of differentiation that will occur for AG students in each area of eligibility. A Differentiated Education Plan (DEP), outlining an individual student’s AG services, is kept in each AG student’s cumulative file. The DEP is reviewed and updated each year.

AG students are expected to maintain high achievement in the identified subject areas, and their academic performance is reviewed regularly. When high achievement is not maintained, parents and the school collaborate to support the student and to consider changes to a student’s AG service.

More information about AG identification and services, visit www.gcsnc.com and search for Academically Gifted.
Course Information

Credit by Demonstrated Mastery (CDM)
Under the state’s Credit by Demonstrated Mastery (CDM) option, uniquely qualified students may demonstrate mastery of a course’s content and earn pass/fail credit for the course. This is accomplished by a two-phase process that includes taking an assessment and completing an artifact or performance task.

The program provides an opportunity for students to challenge themselves by demonstrating mastery of content knowledge without instructional time in a subject. For further information about CDM, see your school counselor or visit www.gcsnc.com and search for Credit by Demonstrated Mastery.

The CDM option occurs twice a year, and is available to all middle and high school students seeking credit for high school courses taught in the district under State Board of Education policy SBEGCS- M-001, Section 13.

Health and Physical Education
The Healthful Living Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. The Healthful Living Education portions of the Essential Standards support and reinforce goals and objectives of its two major components, health education and physical education. Fit, healthy students who are present and alert in school have a head start on academic performance.

Language Arts
The English Language Arts Curriculum for grades six through eight uses a balanced literacy approach to teach the North Carolina Standard Course of Study in reading (including informational and literary texts), writing, language, speaking, and listening. The approach also incorporates technology and media, which are needed to communicate with clarity and purpose.

Sixth-grade students use oral language, written language, and 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 speak and write effectively. The emphasis in sixth grade is on active engagement with text. Students will:

- read and analyze a wide range of literary and informational text (including structure, point of view, visual elements, and figurative language);
- identify key events or details to support analysis of text;
- distinguish when authors’ claims are supported by evidence and when they are not;
- engage in collaborative discussions;
produce clear and coherent texts appropriate to task, purpose, and audience;
use evidence from a variety of sources to support the purpose or conclusion of written pieces;
acquire and use general academic language and domain-specific vocabulary; and
use precise and concise language to express themselves in speaking and writing.

Seventh-grade students use oral language, written language, and media and technology for expressive, informational, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. The emphasis in seventh grade is on establishing a higher level of communication skills and comprehension strategies. Students will:

connect ideas and information in multiple texts;
analyze and evaluate textual evidence carefully;
draw evidence to support their claims and convey concepts and ideas;
engage in collaborative discussions;
acknowledge and analyze new information, modifying their own viewpoint based on new information;
produce clear and coherent texts appropriate to task, purpose, and audience;
acquire and use general academic language and domain-specific vocabulary; and
use precise and concise language to express themselves in speaking and writing.

Eighth-grade students use oral language, written language, and media and technology for expressive, informational, critical, and literary purposes. They continue to refine their study of language and grammar in order to speak and write effectively. The emphasis in eighth grade is on developing a firm grasp of the skills required to be a literate person in the twenty-first century. Students will:

read and respond to significant works of literature;
read critically the arguments and specific claims in a text
assess the reasoning of arguments and how conflicting evidence and viewpoints are addressed;
produce clear and coherent texts appropriate to task, purpose, and audience;
draw evidence from literary and informational texts when writing analyses or short research projects;
engage in collaborative discussions;
acquire and use general academic language and domain-specific vocabulary; and
use precise and concise language to express themselves in speaking and writing.
Social Studies
Social studies is the integrated study of the social sciences and humanities to promote effective citizenry. The Social Studies Essential Standards provide students with a consistent framework for studying and analyzing specific grade level content based on the following strands:

- History
- Geography and Environmental Literacy
- Economics and Financial Literacy
- Civics and Government
- Culture

Based on Public School Law G.S. 115C-81, social studies courses must encompass the teaching of Americanism, the governments of North Carolina and the United States, and the free enterprise system, including its history, theory, foundation and the manner in which it is actually practiced. In addition, specific stipulations in G.S. 115C-81 require: local boards of education to provide for teaching of “the nation’s founding and related documents, which shall include at least the major principles in the Declaration of Independence, the United States Constitution and its amendments, and the most important of the Federalist Papers.”

Moreover, as of 2001, this general statute requires one yearlong course in middle schools regarding North Carolina history; specifies the inclusion of various racial and ethnic groups’ contributions to the development and diversity of the state; and strongly encourages components in civic and citizenship education. Examples of such components are: touring local government facilities; choosing and analyzing community problems and offering public policy recommendations; and providing information for community involvement.

<table>
<thead>
<tr>
<th>6th GRADE</th>
<th>7th GRADE</th>
<th>8th GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL STUDIES 6</strong></td>
<td><strong>SOCIAL STUDIES 7</strong></td>
<td><strong>SOCIAL STUDIES 8</strong></td>
</tr>
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<td>Beginnings of Human Society to the Emergence of the first Global Age</td>
<td>The Great Global Convergence (1400-1800) to the Present</td>
<td>North Carolina and the United States: Creation and Development of the State and Nation</td>
</tr>
</tbody>
</table>
Science
The Science Essential Standards, a state-adopted curriculum, began implementation in the 2012-2013 school year and provide a framework for students to develop scientific literacy. The standards provide Clarifying Objectives for Life, Earth, and Physical science in middle grades.

Science as Inquiry, a critical component of middle grades science courses, emphasizes scientific inquiry to develop an understanding of science concepts throughout the Essential Standards. Students participate in scientific investigations to promote logical reasoning and to develop science process skills. Inquiry-based scientific investigations in grades six, seven, and eight support and expand students’ understanding of the Science Essential Standards and Clarifying Objectives.

The goal of GCS Middle School Science is to create an atmosphere where students gain an enduring interest in science and develop necessary scientific knowledge and process skills to experience success in high school science courses and to be college and career ready.

Mathematics
Middle school math classes follow the standards outlined in the North Carolina Standard Course of Study. These standards are meant to be enduring, rigorous, and relevant; reflecting the knowledge and skills that our students need to be college and career ready.

The standards:
• Are aligned with college and career expectations
• Are clear, understandable and consistent
• Include rigorous content and application of knowledge through higher-order skills
• Prepare students to succeed in our global economy and society
• Are evidence- and research-based
## Course Sequencing for 6-12 Mathematics

<table>
<thead>
<tr>
<th>Current Grade Level</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
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<tbody>
<tr>
<td><strong>6th Grade</strong></td>
<td>Math 6</td>
<td>Math 7</td>
<td>Math 8</td>
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<tr>
<td></td>
<td>Accelerated 6</td>
<td>Accelerated 7</td>
<td>NC Math 1</td>
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<tr>
<td></td>
<td>AIMM</td>
<td>NC Math 1</td>
<td>NC Math 2</td>
</tr>
<tr>
<td><strong>7th Grade</strong></td>
<td>Math 7</td>
<td>Math 8</td>
<td>NC Math 1</td>
</tr>
<tr>
<td></td>
<td>Accelerated 7</td>
<td>Accelerated 8</td>
<td>NC Math 1</td>
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<tr>
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<td>NC Math 1</td>
<td>NC Math 2</td>
<td>NC Math 3</td>
</tr>
<tr>
<td><strong>8th Grade</strong></td>
<td>Math 8</td>
<td>NC Math 1</td>
<td>NC Math 2</td>
</tr>
<tr>
<td></td>
<td>Accelerated 8</td>
<td>NC Math 1</td>
<td>NC Math 2</td>
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<tr>
<td></td>
<td>NC Math 1</td>
<td>NC Math 2</td>
<td>NC Math 3</td>
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<tr>
<td></td>
<td>NC Math 2</td>
<td>NC Math 3</td>
<td>4th Math</td>
</tr>
<tr>
<td><strong>9th Grade</strong></td>
<td>NC Math 1</td>
<td>NC Math 2</td>
<td>NC Math 3</td>
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<td></td>
<td>NC Math 2</td>
<td>NC Math 3</td>
<td>4th Math</td>
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<tr>
<td></td>
<td>NC Math 3</td>
<td>4th Math</td>
<td>5th Math</td>
</tr>
<tr>
<td><strong>10th Grade</strong></td>
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<td>NC Math 3</td>
<td>4th Math</td>
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<td></td>
<td>NC Math 3</td>
<td>4th Math</td>
<td>5th Math</td>
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<tr>
<td></td>
<td>4th Math</td>
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<td>6th Math</td>
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<tr>
<td><strong>11th Grade</strong></td>
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<td>4th Math</td>
<td>5th Math</td>
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<tr>
<td></td>
<td>5th Math</td>
<td>6th Math</td>
<td>x</td>
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</tbody>
</table>

4th mathematics course is to be aligned with the student’s after-high-school plans. The list below does not include all courses that are offered in Guilford County high schools. This is a list of the courses that are accepted by the UNC General Administration for admission to UNC institutions:

- Advanced Functions
- Discrete Mathematics
- Essentials for College Math
- Pre-Calculus Honors
- Pre-Calculus Modeling
- AP Calculus AB*
- AP Calculus BC*

*Pre-Calculus Honors is a prerequisite for AP Calculus.

**NOTE:** The expectation is that all students will complete NC Math 1, NC Math 2, NC Math 3, and one beyond to meet the graduation requirement of four math credits.
<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
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<tbody>
<tr>
<td>NC Math 1</td>
<td>NC Math 2</td>
<td>NC Math 3</td>
<td>4th Math</td>
<td>6th Math</td>
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<tr>
<td>NC Math 2</td>
<td>NC Math 3</td>
<td>4th Math</td>
<td>5th Math</td>
<td>6th Math</td>
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<tr>
<td>NC Math 3</td>
<td>4th Math</td>
<td>5th Math</td>
<td>6th Math</td>
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<tr>
<td>NC Math 2</td>
<td>NC Math 3</td>
<td>4th Math</td>
<td>x</td>
<td>x</td>
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<tr>
<td>NC Math 3</td>
<td>4th Math</td>
<td>5th Math</td>
<td>x</td>
<td>x</td>
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<td>4th Math</td>
<td>5th Math</td>
<td>6th Math</td>
<td>x</td>
<td>x</td>
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<tr>
<td>NC Math 3</td>
<td>4th Math</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>NC Math 3</td>
<td>4th Math</td>
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<td>x</td>
<td>x</td>
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<td>4th Math</td>
<td>5th Math</td>
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<tr>
<td>5th Math</td>
<td>6th Math</td>
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<tr>
<td>4th Math</td>
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<td>x</td>
<td>x</td>
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<tr>
<td>5th Math</td>
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<td>x</td>
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<td>6th Math</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

NC Math 1, NC Math 2, NC Math 3, Advanced Functions and Modeling, and Discrete Mathematics are offered as a standard or honors courses.

Support courses that may be used to ensure student success in the required mathematics courses:

- Foundations of NC Math 1 supports NC Math 1.
- Foundations of NC Math 2 supports NC Math 2.
JROTC
Once students complete middle school and move to high school, they may choose to participate in JROTC. Parents of interested students whose assigned school does not have a JROTC program may request reassignment through the Student Assignment Office under the provisions of Board of Education policy JBCC. Under this provision, the parent will be responsible for transportation to and from school. Transfers will only be considered if the attendance zone school does not have a JROTC program of any kind.

Virtual Learning Options
Apex Learning Virtual School (ALVS)
NC Virtual Public School (NCVPS)
Guilford County Schools Virtual Public School (GCSVPS)
Apex Learning Virtual School (ALVS), North Carolina Virtual Public School (NCVPS), and Guilford County Schools Virtual Public School (GCSVPS) provide students with expanded academic options by offering online courses at NO COST to GCS students.

Middle school students may earn high school credit for a limited number of courses approved under North Carolina State Board of Education Policy GCS-M-001. Middle school students may take the honors version of the courses, but will not receive an honors point for their GPA. High School content areas in which students may take courses in are:

- World Languages
- Math
- Science
- History

Keep in mind that these are high school courses, taught by licensed teachers. Not all middle school students will be prepared to take these courses. The courses move at a rapid pace, and the course instructors have high-school expectations for all students in the course.

The grades earned in their online course will transfer to their school and become part of their academic record. For more information about online courses, contact your school’s counseling office or the Guilford County Schools Blended Learning department at 336-334-0090.
CTE Concentrator

Whether they are planning to enter the workforce before or after college, all students benefit from both a strong academic foundation and specialized technical skills in today’s world. Career and Technical Education (CTE) course sequences may be combined with required academic courses to assist students as they prepare for two and four-year degree programs or to go directly to work. CTE course sequences are developed in collaboration with business and industry partners, and reflect trends in current and emerging career fields and the need for lifelong learning.

Students who elect to pursue a CTE concentration in high school must earn at least four CTE credits in a specific career cluster. At least one of these credits must be from an advanced level capstone course. Career clusters contain courses within a focused technical area that provide students with the knowledge needed to make educated choices about career goals and any post-secondary education needed to reach those goals. High School CTE programs can provide students with an opportunity to earn industry recognized credentials, articulated community college credit, and participate in a work-based learning experience (apprenticeship, cooperative education, job shadow, internship).

Taking CTE courses in middle school allows students to explore a variety of industry areas to help determine potential careers. Students will be better equipped to develop an individualized high school plan that will prepare them for career goals and the postsecondary education needed to help them reach their goals.

CFNC.org

College Foundation of North Carolina (CFNC) is a comprehensive, free information service provided by the state of North Carolina to help families plan, apply and pay for college. The goal of CFNC is to help every student in the state prepare successfully for education beyond high school and find the best financial aid alternatives. Resources and information on careers, more than 100 NC colleges, college admission, scholarships, grants and other financial assistance are available online at www.CFNC.org or by calling toll-free 866-866-CFNC. High school students and their parents are encouraged to take advantage of this service, and GCS counselors are trained to assist them. CFNC is made available by College Foundation, Inc., the North Carolina State Education Assistance Authority and Pathways, a partnership that includes the State Department of Public Instruction, the North Carolina Community College System, the North Carolina Independent Colleges and Universities and the University of North Carolina System.
Course Descriptions
Grade 6

Language Arts
Language Arts 6
This class continues development of word analysis, vocabulary development, reading comprehension, listening, speaking and study skills. Students will read literary and informational texts from a variety of genres, subjects, authors and styles with increasing text complexity throughout the year.

Students will learn the foundations of argument and how to recognize effective arguments by distinguishing claims that are supported by reasons and evidence from claims that are not. Students will analyze a variety of texts by comparing and contrasting works in terms of their approaches to similar themes or topics. Students will edit their work for sentence formation, usage, mechanics and spelling.

Students who are identified as eligible for AG services in English/Language Arts should be enrolled in advanced sections of this course. This course addresses grade level objectives with greater depth using more complex texts. Students are required to use advanced written and oral communication skills while honing higher level critical thinking skills. A faster pace allows time for exposure to a greater number and variety of high level texts and extensions into above grade-level objectives.

Reading Lab
This course is a strategic reading intervention program designed to meet the needs of students who are reading below grade level. This course addresses individual student needs by focusing on decoding skills, vocabulary, reading fluency, and/or reading comprehension.

Literacy Skills
This course is designed to meet the needs of individual 6th-8th grade students in developing 21st century literacy skills. Based on assessment, students may be learning about topics including, but not limited to, decoding skills, fluency, comprehension, media literacy, or information literacy.

Mathematics
Math 6
Students will develop concepts and skills outlined in the 6th grade North Carolina Standard Course of Study. Instructional time will be focused on four critical areas: (1) connecting ratio and rate to whole number multiplication and division using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.
Accelerated Math 6

Students will develop concepts and skills outlined in the 6th grade North Carolina Standard Course of Study. This course differs from the Math 6 course in that it contains additional content from 7th grade. The additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Instructional time will be focused on the four 6th grade critical areas: (1) connecting ratio and rate to whole number multiplication and division using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Students will also extend their knowledge of proportional reasoning, statistics, and operations with rational numbers.

AIMM

AIMM (Accelerated Integration of Middle Math) is a rigorous course for students to develop concepts and skills outlined in the 6th, 7th and 8th grade North Carolina Standard Course of Study. Students will be challenged to solve complex, relevant, real world problems in a highly accelerated mathematics learning environment. This course is designed to prepare students for Math I.

Science
Science 6

Sixth-grade science is a combination of life, physical and earth science Essential Standards. The following units of study are taught through the process of scientific inquiry:

- Matter: Atoms & Changes in Matter
- Energy: Conservation and transfer of Thermal and Electromagnetic Energy
- Energy: Properties of Waves, including Light Waves and Sound Waves
- Earth Systems, Structures, and Processes
- Structure and Function of Living Organisms (Plants)
- Ecosystems: Flow of Energy & Biomes
- Earth’s Place in the Solar System
Social Studies
Social Studies 6
Semester

Students will continue to expand on the knowledge, skills and understandings acquired in fourth and fifth grade studies of North Carolina and the United States by connecting those studies to their first formal look at a study of the world. Sixth graders will focus heavily on the discipline of geography by using the themes of location, place, movement, human-environment interaction, and region to understand the emergence, expansion, and decline of civilizations and societies from the beginning of human existence to the Age of Exploration. Students will take a systematic look at the history and culture of various world regions including the development of economic, political and social systems through the lens of change and continuity.

Health and Physical Education
Health/Physical Education 6
Year

The health education component of this course provides students with information and skills that will enable them to employ a variety of structured thinking processes to solve problems and make decisions. The course also focuses on helping students understand the important health risks for their age group and be able to appraise their own health status, healthful behavior and potential for health risks.

The physical education component of this course provides a physical activity program that stresses the skills necessary for participation in a variety of team, dual and individual lifetime activities. Students will be able to assess their fitness status.
**Grade 7**

**Language Arts**

**Language Arts 7**
This class continues to provide developmental instruction in reading, writing, word study, speaking and listening. Students will grow in their ability to read literary texts with complex characters, settings and episodes. They will be taught to recognize how authors’ use of form or structure contributes to a text’s overall meaning. Students will continue to build on the foundation of argument by reading and writing argumentative works. They will examine how writers use logical reasoning and relevant evidence to support claims. Students will also refine their skills to write informational texts that examine a topic and convey ideas, concepts, and information through the analysis of content. Students will edit their work for sentence formation, usage and mechanics.

Students who are identified as eligible for AG services in English/Language Arts should be enrolled in advanced sections of this course. This course addresses grade level objectives with greater depth using more complex texts. Students are required to use advanced written and oral communication skills while honing higher level critical thinking skills. A faster pace allows time for exposure to a greater number and variety of high level texts and extensions into above grade-level objectives.

**Reading Lab**
This course is a strategic reading intervention program designed to meet the needs of students who are reading below grade level. This course addresses individual student needs by focusing on decoding skills, vocabulary, reading fluency, and/or reading comprehension.

**Literacy Skills**
This course is designed to meet the needs of individual 6th-8th grade students in developing 21st century literacy skills. Based on assessment, students may be learning about topics including, but not limited to, decoding skills, fluency, comprehension, media literacy, or information literacy.

**Mathematics**

**Math 7**
Students will develop concepts and skills outlined in the 7th grade Standard Course of Study. Instruction will be focused on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
Accelerated Math 7

Students will develop concepts and skills outlined in the 7th Grade North Carolina Standard Course of Study. This course differs from the Math 7 course in that it contains additional content from 8th grade. The additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas: (1) Students continue developing a unified understanding of numbers, recognizing fractions, decimals, and percents as different representations of rational numbers. They apply this understanding to formulate expressions and equations to solve problems. (2) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. (3) Students understand the concept of a function and use functions to describe quantitative relationships. (4) Students continue their work with area from 6th grade, solving real-world and mathematical problems involving area, surface area, and volume.

NC Math 1

NC Math 1 provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling (implemented throughout). These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties using equations, and interpreting categorical and quantitative data. This course differs from high school NC Math 1 in that it contains additional content from 7th and 8th grade. This additional content demands a faster pace for instruction and learning.

Science

Science 7

Students continue to develop scientific literacy and process skills outlined in the NC Essential Science Standards.

The following units of study are taught through the process of scientific inquiry:

- Atmospheric Properties and Weather
- Forces, Motion, and Energy: Laws of Motion
- Forces, Motion, and Energy: Simple Machines, Energy Conservation & Transfer
- Cells: Structures and Function & Single-Celled Organisms
- Genetics
- Systems of the Human Body: Hierarchical Organization
- Systems of the Human Body: Body Systems
Social Studies
Social Studies 7         Year
Social Studies 7                 Semester
Students will continue to expand upon the knowledge, skills and understanding acquired in the sixth grade examination of early civilizations. Seventh graders study the world from the Age of Exploration to contemporary times in order to understand the implications of increased global interactions. Seventh graders will focus heavily on the discipline of geography by using the themes of location, place, movement, human-environment interaction, and region to understand the emergence, expansion, and decline of civilizations and societies from The Great Global Convergence (1400-1800) to the present. This course will guide students through patterns of change and continuity with a focus on conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs and the impact of environment over time.

Health and Physical Education
Health/Physical Education 7                                           Year
The health education component of this course provides students with information and skills that will enable them to employ a variety of structured thinking processes to solve problems and make decisions.

Additionally, this course focuses on helping students understand the important health risks for their age group and be able to understand the potential for health risks.

The physical education component provides a continued physical education program that stresses movement concepts and patterns as well as the skills necessary for participation in a variety of team, dual, and individual lifetime activities. Students will develop abilities to function in group activities. Lifetime physical activity and fitness is emphasized.
Grade 8

Language Arts

Language Arts 8 Year
This class continues to emphasize reading and writing as a complete process and focuses on listening and speaking. Students will read literary texts with complex characters and episodes and informational and practical materials with complex vocabulary, concepts and formats. Students will evaluate argumentative works with more sophistication through instruction that focuses on assessing for reasoning that is sound and evidence that is relevant and sufficient. Students will also recognize when irrelevant evidence is introduced. They will write argumentative pieces that have a coherent, logical and organized structure. Their work will provide sufficient elaborated reasons to support a position and acknowledge and distinguish their claims from alternative and opposing claims. Students will also create informational works that develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, and other examples. Students will edit their work for sentence formation, usage and mechanics.

Students who are identified as eligible for AG services in English/Language Arts should be enrolled in advanced sections of this course. This course addresses grade level objectives with greater depth using more complex texts. Students are required to use advanced written and oral communication skills while honing higher level critical thinking skills. A faster pace allows time for exposure to a greater number and variety of high level texts and extensions into above grade-level objectives.

Reading Lab Year
This course is a strategic reading intervention program designed to meet the needs of students who are reading below grade level. This course addresses individual student needs by focusing on decoding skills, vocabulary, reading fluency, and/or reading comprehension.

Literacy Skills Year
This course is designed to meet the needs of individual 6th-8th grade students in developing 21st century literacy skills. Based on assessment, students may be learning about topics including, but not limited to, decoding skills, fluency, comprehension, media literacy, or information literacy.
Mathematics
Math 8
Students will develop concepts and skills outlined in the North Carolina Standard Course of Study. Instruction will be focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional spaces and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

NC Math 1
NC Math 1 provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling (implemented throughout). These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties using equations, and interpreting categorical and quantitative data. This course differs from high school NC Math 1 in that it contains additional content from 8th grade. This additional content demands a faster pace for instruction and learning.

NC Math 2
Prerequisite: NC Math 1
NC Math 2 is a required course for the Future Ready Core Diploma. It continues a progression of the standards established in NC Math 1. In addition to these standards, NC Math 2 includes: polynomials, congruence and similarity of figures, right triangle trigonometry, transformation geometry, and usage of geometric reasoning to prove theorems. NC Math 2 will extend the work of middle school probability to develop an understanding of conditional probability including rules of probability to determine probabilities of compound events.

Accelerated Math 8
Students will develop concepts and skills outlined in the 8th grade North Carolina Standard Course of Study. This course differs from Math 8 in that it includes exposure to a limited number of Math I standards. Instruction will be focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional spaces and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.
Science
Science 8 Year
Science 8 Semester
Students continue to develop scientific literacy and process skills outlined in the NC Essential Science Standards.

The following units of study are taught through the process of scientific inquiry:

• Earth’s History: Fossils, Geological Time, and Geologic Layers
• Earth’s Waters: Properties, Distribution, Ecosystems, Quality, and Human Impact
• Ecosystems: Biotic & Abiotic Factors, Interactions, Flow of Energy and Cycling of Matter
• Evolution and Genetics: Biological Evolution and Adaptations
• Microbiology: Microbes, Pathogens, & Disease
• Molecular Biology/Biotechnology: Cell Structure & Energy, Body Health, and Biotechnology
• Matter: Properties, Changes, Structure, Periodic Table, Conservation of Mass, and Chemical Equations
• Energy: Energy Use, Depletion of Resources, Renewable & Nonrenewable Resources

Social Studies
Social Studies 8 Year
Social Studies 8 Semester
Students in eighth grade will embark on a more rigorous study of the historical foundations and democratic principles that continue to shape our state and nation. This course will integrate United States history with the study of North Carolina and local 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. This course will serve as a stepping stone for more intensive study in high school.

Health and Physical Education
Health/Physical Education 8 Year
The health education component of this course provides students with information and skills that will enable them to employ a variety of structured thinking processes to solve problems and make decisions. Students will be taught the Heimlich maneuver and pass the skills test of CPR (a High School graduation requirement). Students will be made aware of important health risks for their age group. They will be able to appraise their own health status, health behaviors and potential for health risks.

The physical education component provides a continued program that stresses a variety of body management skills necessary for participation in a variety of team, dual and individual lifetime activities. Activity and fitness for lifelong wellness is emphasized.
Arts Education

Art 6
This course is open to sixth grade students interested in exploring basic art techniques and media. Elements and principles of design are emphasized along with opportunities for enhancing critical thinking and writing skills.

Theatre 6
Designed as a survey course in the fundamentals of theatre/drama: acting, improvisations, termination, history, and philosophy of theatre. There will be some play production. Open to sixth grade students at schools with theatre programs.

Dance 6
Designed as a survey course in the fundamentals of dance. Students will engage in physical dance activities designed to complete a foundation of dance including performance and history. Primarily, students will engage in modern dance but other techniques will be explored. Offered to sixth grade students at schools with a dance program.

Band 6
This course is open to all sixth-grade students with strong interest. Students receive instruction on fundamentals through group and individualized instruction. The groups are involved with performances throughout the school year. Except for large and/or expensive instruments, parents must secure instruments for their children.

Orchestra 6
This course is open to all sixth-grade students with strong interest. Students receive instruction on fundamentals of string production through individualized and group instruction. The groups are involved in performances throughout the school year. While limited instruments are available, parents are encouraged to secure instruments for their children.

Chorus 6
This is a course which is open to all interested sixth-graders. Students begin a more in-depth study of vocal technique and choral literature. Students are encouraged to participate in local, regional, and statewide festivals. Groups are involved in performance-related activities throughout the school year.

Band 7
This is a course in which students continue to build on skills taught in Band 6. Previous experience is preferred. The musical literature, techniques and concepts studied reflect an intermediate level. Students are encouraged to participate in local, regional and statewide festivals. Groups are involved in performance-related activities throughout the school year. Except for large and/or expensive instruments, parents must secure instruments for their children.
Orchestra 7
This is a course in which students continue to build on skills taught in the sixth grade. Previous experience is preferred. The musical literature, techniques and concepts studied reflect an intermediate level. Students are encouraged to participate in local, regional and statewide festivals. Groups are involved in performance-related activities throughout the school year. Except for large and/or expensive instruments parents are encouraged to secure instruments for their children.

Chorus 7
This is a course which is open to all interested seventh-graders. Students begin a more in-depth study of vocal technique and choral literature. Students are encouraged to participate in local, regional and statewide festivals. Groups are involved in performance-related activities throughout the school year.

Art 7
This course is open to seventh-grade students who are interested in exploring basic art techniques and media. Elements and principles of design are emphasized along with opportunities for enhancing critical thinking and writing skills.

Art 7
The yearlong course is designed for seventh-grade students who should have a strong interest in art. These students will focus on elements and principles of design. Students are encouraged to explore the variety of activities designed to stimulate active participation in the creative process through verbal, written and visual communication.

Theatre 7
The course is designed to continue building on acting skills, play production, improvisation, history and philosophy of theatre, and costuming. Open to seventh grade students in schools with theatre programs.

Dance 7
Students will continue building on content learned in sixth grade while engaging in physical dance activities designed to complete a foundation of dance including performance and history. Primarily, students will engage in modern dance but other techniques will be explored. Offered to seventh grade students at schools with a dance program.

Band 8
This class is open to all eighth-grade students with previous band experience. Students begin a more advanced study of music, concepts and literature. Students are encouraged to participate in local, regional and statewide festivals. Groups are involved in performance-related activities throughout the school year. Except for large and/or expensive instruments, parents must secure instruments for their children.

Orchestra 8
This course is open to all eighth-grade students with previous string experience. Students begin a more advanced study of music, concepts and literature. Students are encouraged to participate in local, regional and statewide festivals. Groups are involved in performance-related activities throughout the school year. Except for large and/or expensive instruments, parents must secure instruments for their children.
**Chorus 8**  
This course is open to all eighth-grade students with strong interest. Students begin a more advanced study of music, vocal concepts and literature. Students are encouraged to participate in local, regional and statewide festivals. Groups are involved in performance-related activities throughout the school year.

**Art 8**  
This course is open to all interested eighth-grade students. The major focus will be on individual exploratory involvement. Elements and principles of design are emphasized along with opportunities for enhancing critical thinking and writing skills.

**Art 8**  
This course is open to eighth grade students who have a strong interest in art. It is recommended but not required that they successfully complete seventh grade art. These students will develop a more extensive understanding of the elements and principles of design. As a means of assessment, writing explorations stressing art history, skill development, aesthetics and procedures will be implemented.

**Theatre 8**  
Provides an opportunity to refine theatre fundamentals. Students will be involved in play production and other fundamentals. Open to eighth grade students with theatre programs.

**Dance 8**  
Students will continue building on content learned in seventh grade while engaging in physical dance activities designed to complete a foundation of dance including performance and history. Primarily, students will engage in modern dance but other techniques will be explored. Offered to eighth grade students at schools with a dance program.
Career and Technical Education

Career and Technical Education (CTE) in middle school provides students the opportunity to explore three program areas which include Business and Marketing, Family and Consumer Sciences, and Technology Engineering and Design. Students can then make more appropriate choices in their high school course selections.

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<tr>
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<th>6th Grade</th>
<th>7th Grade</th>
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<tbody>
<tr>
<td><strong>Business</strong></td>
<td>Keyboarding and Basic Word Processing</td>
<td>Introduction to Office Productivity</td>
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</tbody>
</table>
| **Computer Science**| Keyboarding and Basic Word Processing  
or Exploring Technology | Multimedia, Animations, and Game Discoveries |
| **Family and Consumer Sciences** | Exploring Nutrition and Wellness | Exploring Apparel and Interior Design |
| **Technology, Engineering & Design** | Exploring Technology | Exploring Engineering and Design |
| **Project Lead the Way** | 6th Grade Gateway to Technology | 7th Grade Gateway to Technology |
Below is a suggested course sequence for middle grade students interested in Career and Technical Education pathways that lead to high school career clusters.

<table>
<thead>
<tr>
<th>8th Grade</th>
<th>High School Career Cluster</th>
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<td>-Business Management and Administration</td>
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<td>-Marketing</td>
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<td>Computer Design Discoveries</td>
<td>-Arts, A/V Technology, and Communications</td>
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<td></td>
<td>-Information Technology</td>
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<td></td>
<td>-Science, Technology, Engineering and Mathematics</td>
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<tr>
<td>Exploring Personal Finance and Hospitality</td>
<td>-Agriculture, Food, and Natural Resources</td>
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<td></td>
<td>-Architecture and Construction</td>
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<td>-Health Science</td>
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<td>-Hospitality and Tourism</td>
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<td>-Human Services</td>
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<tr>
<td>Exploring Technological Systems and/or Exploring Aviation Technology</td>
<td>-Architecture and Construction</td>
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<td>-Arts, A/V Technology, and Communications</td>
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<td>-Information Technology</td>
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<td>-Manufacturing</td>
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<td>-Science, Technology, Engineering &amp; Math</td>
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<td>-Transportation, Distribution and Logistics</td>
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<tr>
<td>8th Grade Gateway to Technology</td>
<td>-Architecture and Construction</td>
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<td></td>
<td>-Transportation, Distribution and Logistics</td>
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</table>
6th Grade

Keyboarding and Basic Word Processing  
Grade Level: 6  
Semester

This course is foundational in its approach to ensuring that students gain the knowledge to use computers efficiently. Students will learn the touch method of keying using all ten fingers. Students also focus on word processing concepts including document formatting of letters, memos, tables and reports. Keyboarding speed and accuracy are emphasized. With Future Business Leaders of America (FBLA), middle school students expand their understanding of the business world through a number of co-curricular educational programs. Students take part in job shadow programs, American enterprise projects, and community service activities.

Exploring Nutrition and Wellness  
Grade Level: 6  
Semester

Students will have an opportunity to learn more about making healthy food choices, understand the basic foundations of good nutrition, and develop knowledge and skills using classroom kitchens as they work to prepare healthy foods. Family, Career and Community Leaders of America (FCCLA) is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work and societal issues through Family and Consumer Sciences Education. Participation in national programs and chapter activities helps members become strong leaders in their families, careers and communities.

PLTW Gateway to Technology  
Grade Levels: 6  
Semester

Middle school students will engage their natural curiosity and imagination in this course through creative problem solving. Students will apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Students will work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using industry design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions. Students will also trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students will utilize robotics to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms. This course provides a strong foundation for further Science, Technology, Engineering and Math (STEM) learning in high school and beyond, challenging students to solve real-world challenges. Offered at Eastern Middle School, Swann Middle School and Welborn Middle School only.
Exploring Technology  
**Semester**  
**Grade Level:** 6  
In this course students will investigate how products can be improved and invented based on the current need to solve problems. Through engaging activities and hands-on projects, students focus on understanding system design and various manufacturing technologies; how technology can impact society, the environment and the economy; as well as utilize engineering design concepts such as computer-aided design and other communication technologies to brainstorm and analyze solutions to technological problems. Students will examine how criteria, constraints, and processes affect designs. Emphasis is placed on brainstorming, visualizing, modeling, testing, and refining designs. Students develop skills in researching information, communicating design information, and reporting results. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### 7th Grade

**Introduction to Office Productivity**  
**Semester**  
**Grade Level:** 7  
This course will cover the basics of Computer Skills and Applications. In this course, students will learn invaluable skills they will use for a lifetime. Students will learn advanced word processing, basic spreadsheets and how to use presentation software and techniques to professional presentations. With Future Business Leaders of America (FBLA), middle school students expand their understanding of the business world through a number of co-curricular educational programs. Students take part in job shadow programs, American enterprise projects, and community service activities.

**Exploring Apparel and Interior Design**  
**Semester**  
**Grade Level:** 7  
Family & Consumer Sciences continue to be an important part of everyone’s education and maturity. Students focus on developing a foundation for the application of life management skills which include problem solving, decision making, interpersonal relationships and communication. Interactive programs and hands-on activities assist students in the exploration of apparel and design, and consumer education and careers in these areas. Family, Career and Community Leaders of America (FCCLA) is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work and societal issues through Family and Consumer Sciences Education. Participation in national programs and chapter activities helps members become strong leaders in their families, careers and communities.

**PLTW Gateway to Technology**  
**Semester**  
**Grade Levels:** 7  
Middle school students will engage their natural curiosity and imagination in this course through creative problem solving. Students will apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Students will work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using industry design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions. Students
will also trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students will utilize robotics to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms. This course provides a strong foundation for further Science, Technology, Engineering and Math (STEM) learning in high school and beyond, challenging students to solve real-world challenges. **Offered at Eastern Middle School, Swann Middle School and Welborn Middle School only.**

**Exploring Engineering and Design**  
**Semester**  
**Grade Level: 7**  
This course focuses on applying the design process in the invention or innovation of a new product, process, or system. Through engaging activities and hands-on projects, students focus on understanding how criteria, constraints, and processes affect designs. Emphasis is placed on brainstorming, visualizing, modeling, testing, and refining designs. Students develop skills in researching information, communicating design information, and reporting results. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Multimedia, Animations, and Game Discoveries**  
**Semester**  
**Grade Level: 7**  
This computer science course is the first of a two-course sequence. Students will explore the problem-solving process and different ways humans and computers solve problems. Classes will discover the languages powering the internet while building websites. In addition, students will learn the powerful constructs underlying programming languages. Students will complete projects building interactive animations and games in JavaScript.

**8th Grade**

**Exploring Business and Entrepreneurship**  
**Semester**  
**Grade Level: 8**  
This course will introduce students to the basics of business, marketing and entrepreneurship. Throughout the course, students gain awareness of career opportunities, and practice completing business tasks. Students will prepare for the world of business by studying the nature of business, economics, and entrepreneurship, business procedures, requirements for employment, building leadership and team building skills. With Future Business Leaders of America (FBLA), middle school students expand their understanding of the business world through a number of co-curricular educational programs. Students take part in job shadow programs, American enterprise projects, and community service activities.

**Exploring Personal Finance and Hospitality**  
**Semester**  
**Grade Level: 8**  
Continue the study of Family & Consumer Sciences focusing on developing additional skills personal finance and resource management, problem solving and decision making. Interactive programs and hands-on activities will introduce students to an understanding of how finances work and what it means to manage resources. Family, Career and Community Leaders of America (FCCLA) is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work
Exploring Aviation Technology
Grade Level: 8
The course focuses on aeronautical careers, including (but not limited to) pilot, engineer, airframe and power plant (A&P) technician, avionics technician, and flight service (meteorology). Lessons are taught through a hands-on, investigative, project-based learning style. Students will design, build, test, and refine their ideas, research and report, and experience flight simulation. Aviation basics are taught through engaging science, technology, engineering, and mathematics (STEM) activities. Work force readiness experiences and the soft skills needed for aeronautical careers will be included; such as, safety, leadership, team-building and communication, collaboration, taking responsibility, and paying attention to details.

PLTW Gateway to Technology
Grade Levels: 8
Middle school students will engage their natural curiosity and imagination in this course through creative problem solving. Students will apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Students will work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using industry design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions. Students will also trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students will utilize robotics to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms. This course provides a strong foundation for further Science, Technology, Engineering and Math (STEM) learning in high school and beyond, challenging students to solve real-world challenges. **Offered at Eastern Middle School, Swann Middle School and Welborn Middle School only.**

Exploring Technological Systems
Grade Level: 8
This middle school course focuses on students' understanding of how technological systems work together to solve problems and foster innovation. As technology becomes more integrated and systems become dependent upon each other, this course gives students a general background on the different types of systems, with specific concentration on the connections between these systems. Robotics and engineering design challenges provide students with rigorous and relevant learning experiences. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Computer Design Discoveries
Grade Level: 8
This computer science course is the second of a two-course sequence. Students will follow a design process to prototype an app to help solve a target audience problem. Students will learn how information is represented, collected, analyzed and visualized by computers. Finally, students will explore relationships between hardware and software while building interactive projects using a microcontroller.
World Languages

As indicated in Explorations 6, students in the sixth grade may choose to start an exploration of a world language through a six-week-exploratory class. Six grade students may also opt to take Introduction to Latin, Spanish, Japanese or Chinese as a semester or yearly class (both options depend on school site availability).

The state’s world language program at grades 7-12 is proficiency-based. Following State Board of Education’s policy, since the 2008-09 school year, GCS students who, during grades 6-8, pass world language courses that are aligned to the North Carolina World Language Essential Standards for grades 9-12 and take the district’s world language final assessment can receive high school credit.

While these courses will receive high school credit and count toward the UNC system minimum admission requirements, they will not count in the students' GPA at the high school level.

Middle school students who wish to be eligible for Level II world language courses in grade nine must either:

* **Option A:** Successfully complete two full years of one world language: a full year at grade seven (Level 1A) and a full year at grade eight (Level 1B). By the end of the Level 1B course, students must demonstrate sufficient proficiency to be eligible for Level II world language courses in grade nine.

* **Option B:** Successfully complete one full year of Level I in grade eight and demonstrate sufficient proficiency to be eligible for Level II world language courses in the ninth grade.

Option A (two full years of one world language) is the preferred option.
Introduction to Latin

Grade Level: 6
This 6th grade course is designed to introduce students to basic Latin vocabulary and structures. They will develop an awareness of Latin language patterns and English derivations. In addition, students will gain a familiarity with the customs and beliefs of the Greco-Roman culture and civilization. **Offered at Brown Summit Middle only**

Latin 1A

Grade Level: 7
The first of a two-year course in Latin I. Students will learn the Latin language through study of reading, writing, vocabulary building/English derivation, Roman culture, history and mythology. **Offered at Brown Summit Middle only.**

Latin 1B

(Students must successfully complete this course and demonstrate sufficient proficiency to be eligible for Latin II in the ninth grade.)

Grade Level: 8
This course completes the sequence begun in Latin 1A. Students will continue acquisition of language skills and further understanding of Roman culture, history and mythology. **Offered at Brown Summit Middle only.**

Latin I

(Students must successfully complete this course and demonstrate sufficient proficiency to be eligible for Latin II in the ninth grade.)

Grade Level: 8
This course is a fast paced study of the fundamentals of the Latin language through reading, writing, vocabulary/English derivation, Roman culture, history and mythology. **Offered at Brown Summit Middle only.**
Introduction to Spanish

Grade Level: 6
This 6th grade course is designed to introduce students to basic Spanish vocabulary and structures. They will develop an awareness of the Spanish language patterns and sounds. In addition, students will gain familiarity with the geography, customs and traditions of the Spanish speaking world as well as the Hispanic influence in American culture (depending on school site availability).

Spanish 1A

Grade Level: 7
This is the first of a two-year course in Spanish I. This course introduces and reinforces the beginning elements of grammar, vocabulary and pronunciation, with an emphasis on listening, speaking, reading and writing. An introduction to the history and culture of Spanish-speaking countries is presented through language instruction.

Spanish 1B

(Students must successfully complete this course and demonstrate sufficient proficiency to be eligible for Spanish II in the ninth grade.)
Grade Level: 8
This class completes the course sequence begun in Spanish 1A. Students will continue acquisition of language skills and further understanding of Spanish-speaking culture and civilization. Prerequisite: Spanish 1A.

Spanish 1

(Students must successfully complete this course and demonstrate sufficient proficiency to be eligible for Spanish II in the ninth grade.)
Grade Level: 8
A fast paced study of the fundamentals in grammar and an exploration of Spanish-speaking culture and civilization. Continues the Spanish language program, with increasing emphasis on reading, vocabulary development, and oral expression.

Spanish for Heritage Speakers I

Grade Level: 8
This course is designed for native Spanish-speaking students. Emphasis is placed on reading and writing skills. Goals of the course are to enhance proficiency in speaking Spanish, enlarge cultural awareness and develop appreciation of Spanish literature. This course prepares students for Honors Spanish for Native Speakers II or Honors Spanish III in high school (depending upon school site availability). Prerequisite: Spanish as a heritage language or teacher recommendation.
World Languages

Introduction to Chinese Year

Grade Level: 6
This 6th grade course is designed to introduce students to basic Chinese vocabulary and structures. They will develop an awareness of the Chinese language patterns and sounds. In addition, students will gain familiarity with the geography, customs and traditions of the Chinese culture. Offered at Ferndale IB (International Baccalaureate) MYP only.

Chinese 1A A/B Day
Grade Level: 7
Students will study language that can be used in everyday conversation. Instruction begins with listening comprehension and speaking. The phonetic system of Mandarin Chinese pronunciation will be taught and students will be able to communicate in simple spoken language. Students will take part in various activities and projects to enhance language learning and understanding of Chinese culture. Offered at Ferndale IB (International Baccalaureate) MYP only.

Chinese 1B A/B Day
Grade Level: 8
(Students must successfully complete this course and demonstrate sufficient proficiency to be eligible for Chinese II in the ninth grade)
Students will continue to improve skills in speaking and listening. Simplified Chinese character writing will be emphasized and traditional character writing will be introduced. Students will begin to develop reading and writing skills. Students will expand their understanding of culture through language instruction and the study of festivals, philosophy, geography, arts and comparisons between Chinese and American cultures. Offered at Ferndale IB (International Baccalaureate) MYP only.

Chinese I Year
Grade Level: 8
(Students must successfully complete this course and demonstrate sufficient proficiency to be eligible for Chinese II in the ninth grade)
Students will develop skills in listening, speaking, reading and writing. Beginning text materials employ pinyin (the phonetic system indicating Chinese pronunciation in the English alphabet) and simplified characters. Traditional forms of characters are also taught. Students will take part in various activities and projects to enhance their language learning. They will expand their understanding of culture through language instruction and the study of festivals, philosophy, geography and arts. Offered at Ferndale IB (International Baccalaureate) MYP only.
Introduction to Japanese

Grade Level: 6

Students will be introduced to the basic skills of listening, speaking, reading and writing in Japanese. Listening and speaking are emphasized. The students will learn the most basic Japanese structures, vocabulary and expressions that serve as the foundation for more advanced language study. In addition, students will gain a familiarity with the customs and beliefs of Japanese culture.

Japanese 1A

Grade Level: 7

Students learn the basic vocabulary and grammar needed for daily communication. Students will explore Japanese culture through a variety of activities. Students will experience reading and writing of Kana. Kana begins with the very first lesson, and continues throughout the course as the students develop fluency. Kana includes Katakana and Hiragana. Level IA will end with a Basic Introduction to Kanji Characters.

Japanese 1B

(Students must successfully complete this course and demonstrate sufficient proficiency to be eligible for Japanese II in the 9th grade)

Grade Level: 8

Students will build upon and expand upon the foreign language skills and content learned in Japanese 1A. This includes new vocabulary, more intricate grammar structures, complex Kanji characters and additional aspects of Japanese culture through language instruction.
Transitioning to High School

Middle school is a time to challenge yourself academically and experience new and exciting pathways. Take ownership of your education as well as opportunities to explore the various course options. Take advantage of rigorous coursework, arts and career and technical education opportunities that prepare you for college and a career. As you transition to high school, you will have more opportunity to select courses based on your career and educational aspirations. It will be especially important for you to talk with your school counselor, parent(s) and teachers concerning your course selections. Choices that you make in high school affect your post-high school plans, so give serious considerations to your course selections and academic performance.

During spring of your eighth-grade year, you will begin registering for courses to take in high school. All eighth graders will complete a High School Four Year Plan. This plan helps you map out the coursework for your high school years. Middle school will prepare you for successful study in high school, and your school counselor will work with you to develop a high school plan to career pathway options.

What students should know and understand before transitioning to high school:

- Know how to calculate your GPA (Grade Point Average)
- Know how to read a transcript
- Understand the meaning and importance of a course credit
- Know your high school graduation requirements
- Understand and complete a High School Four Year Plan
- Know the attendance policy
- Have an understanding of the Career Clusters and Course Concentrations
- Have an understanding of High School Options
- Understand the meaning and importance of various curriculum options, such as
  a) Honors / Advanced Placement (AP)
  b) International Baccalaureate (IB)
  c) College Courses
  d) Credit by Demonstrated Mastery
  e) Virtual Learning
  f) Diploma Endorsements
  g) Career and College Promise
Graduation Requirements (Policy IHF)
Graduation Certificate Recipients: Students with disabilities as defined by The Board of Education believes that all graduates should be prepared to enter the work force or higher education equipped with the knowledge and skills that lead to success. The Board has adopted graduation requirements for Guilford County students that meet all of the requirements established by the State of North Carolina and the expectations of Guilford County. The Board directs the administration to create and publish procedures that outline the actions the Board has taken to set graduation requirements, which recognize specific programs, courses of study and available credits (i.e., whether the student’s school offers block or traditional courses). The Board also directs that endorsements to diplomas, which are not requirements but which recognize the completion of various Guilford County Schools programs and courses or programs and courses outlined by the State of North Carolina, be detailed in procedure and published for students and parents.

Future-Ready Core
All students are expected to meet the requirements outlined under the Future-Ready Core Course of Study. Under the six total elective units required for graduation, it is strongly recommended that four elective credits be taken from one of the following areas of focus: Career and Technical Education, JROTC, Arts Education, World Languages or any other subject area (e.g. mathematics, science, social studies, English). The remaining two electives must be any combination from Career and Technical Education, Arts Education or World Languages. By taking elective credits in a concentrated area, students can tailor their course concentrations to fit their interests and goals while building a strong academic foundation. For some students with learning disabilities, the Occupational Course of Study will remain an option. These students should have the Occupational Course of Study identified in their Individualized Education Program.
Repeating a Course for which Credit was Earned

Beginning the 2018-19 school year, once having been awarded a high school credit for a course, a student may not repeat the same course for credit. Exceptions to this rule apply to:

a. OCS students enrolled in CTE courses (students can only earn credit for the same CTE course twice)
b. Students enrolled in proficiency-based courses in Arts Education
c. Community college and university courses that are required by the community college or local university to be repeated if a specific grade is not achieved in the course
d. Students enrolled in level five military science courses
e. Students who are medically fragile and receive a medical exemption to repeat a previously passed course.

Other than the exceptions listed above, students are permitted to repeat a course for credit only when they have failed the course.

Repeating a Course

In alignment with State Board of Education policy CCRE-001 (formerly GCS-M-001), high school students who have failed a course for credit can repeat the course. Beginning in the 2015-16 school year, students who initially fail a high school course and repeat the full course (not credit recovery) and earn a passing grade, the passing grade will replace the failing grade in GPA calculation. Students who repeat a course for credit and passes the course only earns credit towards graduation once.

Early Graduation

Early Graduation is a serious decision that requires principal approval. The choice to graduate early has significant impact on available post-high school education and employment options. It should not be a rushed decision, but rather a well-planned and thoughtful action weighed carefully by students and parents over a period of time. It may be accomplished by completing summer online courses. Graduating early allows the student only enough time to complete the minimum graduation requirements and will limit the student’s opportunities to enrich their course of study through accelerated courses such as Advanced Placement, higher level world language classes, and classes in Career-Technical Education.
Conferences with your school counselor will assure a comprehensive analysis of post-secondary options available to early graduates. Students who have completed all graduation requirements including specific course and testing requirements, an appropriate course of study, and total number of graduation credits required, may request to graduate early, either at mid-year of their senior year or at the end of their junior year. The student’s grade classification will be based on the GCS high school promotion standards. Diplomas are awarded only at the end of the school year.

**Diploma Endorsements**

Students enrolled in North Carolina high schools shall have the opportunity to earn endorsements to their High School Diploma beginning with the graduating class of 2014-2015. Endorsements are not required to graduate, but are an additional recognition from the state. The five endorsements available to high school students are:

- Career Endorsement indicating completion of a rigorous course of study that includes a Career Technical Education concentration;

- College Endorsement indicating readiness for entry into community colleges;

- College/UNC Endorsement indicating readiness for entry into a four-year university in the University of North Carolina system;

- NC Academic Scholars Endorsement indicating that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education.

- Global Languages Endorsement indicating proficiency in one or more languages in addition to English.

These endorsements are earned by completing specific coursework, maintaining a minimum grade point average, and earning additional industry certification (Career Endorsement only). Information for the NC Academic Scholars Endorsement is posted below. For specific information on the requirements to earn the Career Endorsement, College Endorsement, College/UNC Endorsement, or Global Languages Endorsement, please visit the NC Department of Public Instruction Diploma Endorsements website at [www.ncpublicschools.org/](http://www.ncpublicschools.org/) and search for Diploma Endorsements.
## State and Local Course Requirements for High School Graduation

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Future Ready Core</th>
<th>Occupational Course of Study (OCS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Ninth Graders Entering in 2012-2013 and Later</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>4 Credits</strong>&lt;br&gt;• English I&lt;br&gt;• English II&lt;br&gt;• English III&lt;br&gt;• English IV</td>
<td><strong>4 Credits</strong>&lt;br&gt;• English I&lt;br&gt;• English II*&lt;br&gt;• English III&lt;br&gt;• English IV</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>4 Credits</strong>&lt;br&gt;• NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student’s post high school plans.&lt;br&gt;NOTE: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.</td>
<td><strong>3 Credits</strong>&lt;br&gt;• Introduction to Mathematics&lt;br&gt;• NC Math 1*&lt;br&gt;• Financial Management</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>3 Credits</strong>&lt;br&gt;• Earth/Environmental Science&lt;br&gt;• A Physical Science&lt;br&gt;• Biology</td>
<td><strong>2 Credits</strong>&lt;br&gt;• Applied Science&lt;br&gt;• Biology*</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>4 Credits</strong>&lt;br&gt;• World History&lt;br&gt;• American History: The Founding Principles, Civics, and Economics&lt;br&gt;• American History I: Founding Principles&lt;br&gt;• American History II</td>
<td><strong>2 Credits</strong>&lt;br&gt;• Ninth graders entering in 2017-18 American History: Founding Principles, Civics and Economics, American History I or American History II&lt;br&gt;• Ninth graders entering in 2014-15 American History I and American History II</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>Not required for graduation but 2 levels required for admission to the UNC System</td>
<td>Not required for OCS</td>
</tr>
</tbody>
</table>
| Health and Physical Education | 1 Credit  
• Health/Physical Education I | 1 Credit  
• Health/Physical Education I  
• Successful completion of CPR for students graduating 2015 and beyond |
<table>
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<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>CPR</td>
<td>Successful completion of CPR for students graduating 2015 and beyond</td>
<td></td>
</tr>
</tbody>
</table>
| Electives or Other Requirements | 6 Credits  
2 elective credits of any combination from either:  
• Career and Technical Education (CTE)  
• Arts Education  
• World Languages  
4 elective credits strongly recommended (four course concentration) from one of the following:  
• Career & Technical Education (CTE)**  
• JROTC  
• Arts Education (e.g. dance, music, theater arts, visual arts)  
• Any other subject area (e.g. social studies, science, mathematics, English, World Languages) | 6 Credits  
Occupational Preparation:  
• Occupational Prep I  
• Occupational Prep II  
• Occupational Prep III  
• Occupational Prep IV****  
• Completion of IEP objectives  
• Career Portfolio required |
| Career/Technology | | 4 Credits  
• Career/Technical Education electives |
| Arts Education | DPI recommends at least one credit in an arts discipline, but is not required to meet graduation standards. | DPI recommends at least one credit in an arts discipline, but is not required to meet graduation standards. |
| Total Minimum Credits Required | 28 Credits (block schools)  
22 Credits (traditional calendar, middle colleges, Saturn, SCALE, Twilight, Newcomers, Academy at Smith and Academy at Central) | 22 credits plus any additional local requirements |

* OCS courses aligned with Future Ready Core courses in English II, NC Math 1, and Biology (New NC State Standards and new NC Essential Standards implemented in the 2012-13 school year).
** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at: [http://www.ncpublicschools.org/docs/cte/standards/careerclusters2012.pdf](http://www.ncpublicschools.org/docs/cte/standards/careerclusters2012.pdf).
*** Students entering 9th grade prior to the 2014-2015 school year: completion of 300 hours school-based training, 240 hours community-based training and 360 hours competitive paid employment. Students entering 9th grade for the first time in the 2014-2015 school year: completion of 150 hours school-based training, 225 hours community-based training and 225 hours of paid employment or unpaid vocational training, unpaid internships, paid employment at community rehabilitation facilities and volunteer and/or community service hours.
**Grading System**

GCS requires that all parents/guardians be informed at regular intervals on the academic progress of their children. A progress report will be sent to the parents of each student at the end of each nine-week reporting period. Completing the progress report shall be the responsibility of the classroom teacher.

In addition to the regular report cards, interim progress reports will be issued during the nine-week grading period to inform parents/guardians and to invite cooperation when it appears students are making unsatisfactory progress or have been absent from school an excessive number of days. Grades shall reflect a student’s progress in meeting the objectives of a specified curriculum or course. Teachers shall keep accurate records which reflect how they have determined each student’s grades. Grades shall be weighted only for advanced placement and designated honor courses.

The grade scale for grades 3-8 students in GCS shall be:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
<tr>
<td>I</td>
<td>incomplete</td>
</tr>
</tbody>
</table>

The superintendent or his/her designee shall issue regulations to ensure that the grading system is uniform at all grade levels throughout the school system with the exception noted below:

After a review by the board, magnet schools, Gateway/McIver and alternative schools may issue report cards that reflect unique program goals.
Withdrawal From An EOC Course

The 10/20 Day Rule was established by the State Board of Education upon the recommendation of the Compliance Commission for Accountability. The rule (TEST-003) states that students may drop a course with an end-of-course (EOC) test within the first 10 days of a block schedule or within the first 20 days of a traditional schedule. The 10/20 Day Rule was established to prohibit the removal of students from EOC courses later during the instructional year to avoid the impression that a school might have deliberately circumvented the requirement to test all students enrolled in EOC courses.

The rule is not intended to preclude doing the right thing for students in individual extenuating circumstances. Consequently, exceptions are allowable in individual cases where circumstances are extenuating and it is clearly in the interest of the student to remove them from an EOC course. Each case should be weighed individually and consideration should be given to assure that the accountability of the school is not compromised. Some examples of acceptable individual withdrawals after the 10th or 20th day are as follows:

1. A student transferred into the school without sufficient records to inform a proper placement. Records do not arrive until after the 10th or 20th day respectively. In such cases, the school has the latitude to withdraw a student if the student has been inappropriately placed in an EOC course.

2. A student is withdrawn to enroll in a higher level EOC course. The student will take the appropriate test for that course. In such a case, the student may be better served and the school is still held accountable through the test given in the higher level course.

3. There is a valid medical reason for removing a student from a course. In very rare cases, an individual student may be involved in a major medical emergency such as an accident that incapacitates the student for an extended period of time. In such instances, it may be in the student’s best interest to be withdrawn from a course.

For all situations, the principal of the school should review each case individually and decide in consultation with the teacher and parent/guardian whether withdrawal is necessary. If it is determined the student should be withdrawn from the course (after the 10/20 days), the school must request approval from the North Carolina Department of Public Instruction Director of Accountability Services.
<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen Jay Middle</td>
<td>1201 E. Fairfield Road, High Point, NC 27263</td>
<td>(336) 819-2164</td>
</tr>
<tr>
<td>Allen Middle</td>
<td>1108 Glendale Dr., Greensboro, NC 27406</td>
<td>(336) 294-7325</td>
</tr>
<tr>
<td>Brown Summit Middle</td>
<td>4720 N.C. Hwy. 150 E., Brown Summit, NC 27214</td>
<td>(336) 656-0432</td>
</tr>
<tr>
<td>Eastern Middle</td>
<td>435 Peeden Dr., Gibsonville, NC 27249</td>
<td>(336) 449-4255</td>
</tr>
<tr>
<td>Ferndale Middle</td>
<td>701 Ferndale Blvd., High Point, NC 27262</td>
<td>(336) 819-2855</td>
</tr>
<tr>
<td>Hairston Middle</td>
<td>3911 Naco Rd., Greensboro, NC 27401</td>
<td>(336) 378-8280</td>
</tr>
<tr>
<td>Jackson Middle</td>
<td>2200 Ontario St., Greensboro, NC 27403</td>
<td>(336) 294-7350</td>
</tr>
<tr>
<td>Jamestown Middle</td>
<td>301 Haynes Rd., Jamestown, NC 27282</td>
<td>(336) 819-2100</td>
</tr>
<tr>
<td>Johnson Street Global</td>
<td>1601 Johnson St., High Point, NC 27262</td>
<td>(336) 819-2900</td>
</tr>
<tr>
<td>Kernodle Middle</td>
<td>3600 Drawbridge Pky., Greensboro, NC 27410</td>
<td>(336) 545-3717</td>
</tr>
<tr>
<td>Kiser Middle</td>
<td>716 Benjamin Pky., Greensboro, NC 27408</td>
<td>(336) 370-8240</td>
</tr>
<tr>
<td>The Academy at Lincoln</td>
<td>1016 Lincoln St., Greensboro, NC 27401</td>
<td>(336) 370-3471</td>
</tr>
<tr>
<td>Mendenhall Middle</td>
<td>205 Willoughby Blvd., Greensboro, NC 27408</td>
<td>(336) 545-2000</td>
</tr>
<tr>
<td>Northeast Middle</td>
<td>6720 McLeansville Rd., McLeansville, NC 27301</td>
<td>(336) 375-2525</td>
</tr>
<tr>
<td>Northern Middle</td>
<td>616 Simpson-Calhoun Rd., Greensboro, NC 27455</td>
<td>(336) 605-3342</td>
</tr>
<tr>
<td>Northwest Middle</td>
<td>5300 Northwest School Rd., Greensboro, NC 27409</td>
<td>(336) 605-3333</td>
</tr>
<tr>
<td>Penn-Griffin School for the Arts</td>
<td>825 Washington St., High Point, NC 27262</td>
<td>(336) 819-2870</td>
</tr>
<tr>
<td>Southeast Middle</td>
<td>4825 Woody Mill Rd., Greensboro, NC 27406</td>
<td>(336) 674-4280</td>
</tr>
<tr>
<td>Southern Middle</td>
<td>5747 Drake Rd., Greensboro, NC 27406</td>
<td>(336) 674-4266</td>
</tr>
<tr>
<td>Southwest Middle</td>
<td>4368 Southwest School Rd., High Point, NC 27265</td>
<td>(336) 819-2985</td>
</tr>
<tr>
<td>Swann Middle</td>
<td>811 Cypress St., Greensboro, NC 27405</td>
<td>(336) 370-8110</td>
</tr>
<tr>
<td>Welborn Academy of Science and Technology</td>
<td>1710 McGuinn Dr., High Point, NC 27265</td>
<td>(336) 819-2880</td>
</tr>
<tr>
<td>Western Middle</td>
<td>401 College Rd., Greensboro, NC 27410</td>
<td>(336) 316-5833</td>
</tr>
</tbody>
</table>
Guilford County Board of Education
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Sharon L. Contreras, Ph.D.
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superintendent@gcsnc.com

In compliance with federal laws, Guilford County Schools administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, marital status, parental status, or gender, except where exemption is appropriate and allowed by law.