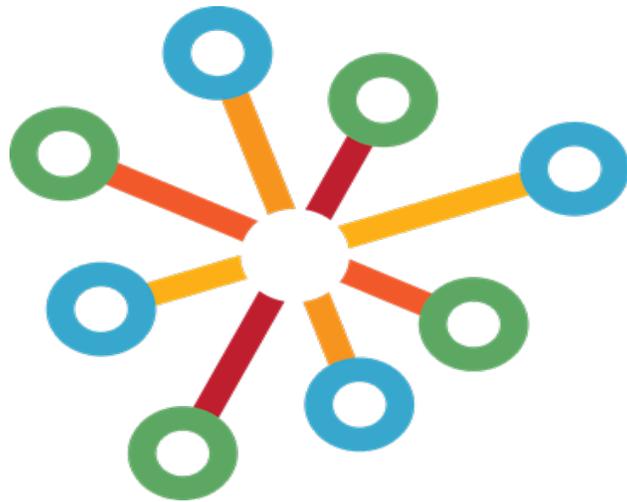

Middle School Course Guide 2018-2019



Durham Public Schools

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Directory of Middle Schools

Traditional Middle Schools

Brogden Middle School

1001 Leon Street, Durham, NC 27704
Phone: (919) 560-3906
Principal: LaTonya Hinton

Carrington Middle School

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

Little River (K-8)

2315 Snow Hill Road, Durham, NC 27712
Phone: (919) 560-3940
Principal: Dr. Cory Hogans

Githens Middle School

4800 Old Chapel Hill Road, Durham, NC 27707
Phone: (919) 560-3966
Principal: Crystal Isom

Lucas Middle School

923 Snow Hill Road, Durham, NC 27712
Phone: (919) 560-3843
Principal: Michael Somers

Magnet Middle Schools

Durham School of the Arts (6-12) 400 N. Duke St, Durham, NC 27701 Phone: 919-560-3926 Principal: David Hawks	Rogers-Herr Year Round 911 Cornwallis Road, Durham NC 27707 Phone: 919-560-3970 Principal: Dr. Kecia Rogers
Lakewood Montessori 2119 Chapel Hill Road, Durham NC 27707 Phone: 919-560-2894 Principal: Dr. W. Renee Carmon	Shepard International Baccalaureate 2401 Dakota Street, Durham NC 27707 Phone: 919-560-3938 Principal: Micah Copeland
Lowe's Grove STEM School of Technology 4418 South Alston Avenue, Durham NC 27713 Phone: 919-560-3946 Principal: Dr. Tekeisha Mitchell	The School for Creative Studies (6-12) 5001 Red Mill Rd, Durham, NC 27704 Phone: 919-560-3535 Fax: 919-477-9189 Principal: Renee Price
Neal STEM Academy of Engineering & Design 201 Baptist Road, Durham NC 27704 Phone: 919- 560-3955 Principal: Dr. Michael Fuga	

Middle School Overview

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

The school day is organized around academic teams. A team is a group of teachers who share the same students and whose classrooms are located close in proximity. Academic teams are responsible for teaching the core subjects: Language Arts, Mathematics, Social Studies and Science. Team members work collaboratively to meet the needs of every student by providing opportunities for enrichment, advanced work and academic support. But the teams' responsibilities do not end with academic achievement. Teams also are responsible for helping students take on greater levels of personal responsibility each year. Examples are managing their time, organizing their assignments, completing their classwork and homework, abiding by school rules, developing independence and setting personal goals.

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

When families and schools believe, students achieve. Students need to hear the same critical message from home and school: Education is the key to future success.

Parents'/Guardians' Role 1

Middle school is the ideal time to repeatedly revisit and reestablish the importance of high academic expectations for your child and develop effective routines for home study. Here are some suggestions for helping your child maximize his or her academic success while in middle school and beyond.

Finding the right place and time to study at home

- Identify a place in your home where your child can do homework and study away from the TV, phone and other distractions.
- Prioritize homework and home study. Ask family members to respect your child's need for uninterrupted study time.
- Help your child set and adhere to a consistent schedule for homework and home study.

Parents'/Guardians' Role 2

Helping your child stay organized

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

Parents'/Guardians' Role 3

Helping your child if he or she feels overwhelmed

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

Parents'/Guardians' Role 4

Keeping a positive attitude

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

6th Grade: A New Learning Environment

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

Greater Personal Responsibility

As students move from 6th through 8th grade and beyond, they will need to develop increasing levels of personal responsibility and independence in these areas:

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

7th Grade: A Year of Transition

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

Identifying special interests and developing skills

By 7th-grade, students are identifying their special talents and interests. The middle school years are a great time to develop those talents and interests by selecting more focused discovery classes. In high school and later in college, students will choose the kinds of careers, hobbies and lifestyles that will make them happy, productive adults. Middle school plays an important role in helping students learn to advocate for themselves and make wise choices. It is part of a lifelong process of setting and working toward personal goals.

8th Grade: A Year to Prepare for High School

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

Middle School Core Academic Programs

English Language Arts

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

Reading

- Cite textual evidence
- Determine central ideas or themes and analyze their development
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Interpret words and phrases used in texts
- Analyze structure of texts
- Assess how point of view or purpose shapes content
- Integrate and evaluate content presented in diverse formats

- Delineate and evaluate the argument and specific claims in a text
- Analyze how two or more texts address similar themes or topics
- Read and comprehend complex literary and informational texts independently and proficiently

Writing

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

Speaking and Listening

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

Language

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

Mathematics

Students develop skills in several key areas including ratios and proportional relationships, extending the number system, geometry, statistics, probability, expressions and equations, and functions. In addition to

learning new concepts and skills, students will solve challenging problems by applying the concepts they have learned and by using technology, including calculators to facilitate meaningful problem-solving. With the implementation of the Common Core State Standards for Mathematics, middle school learners can anticipate a rigorous curriculum which will adequately prepare them for further study in high school and beyond as they pursue college and various career options. Students can also expect a deliberate focus on the mathematical practices to facilitate their learning of this rigorous content:

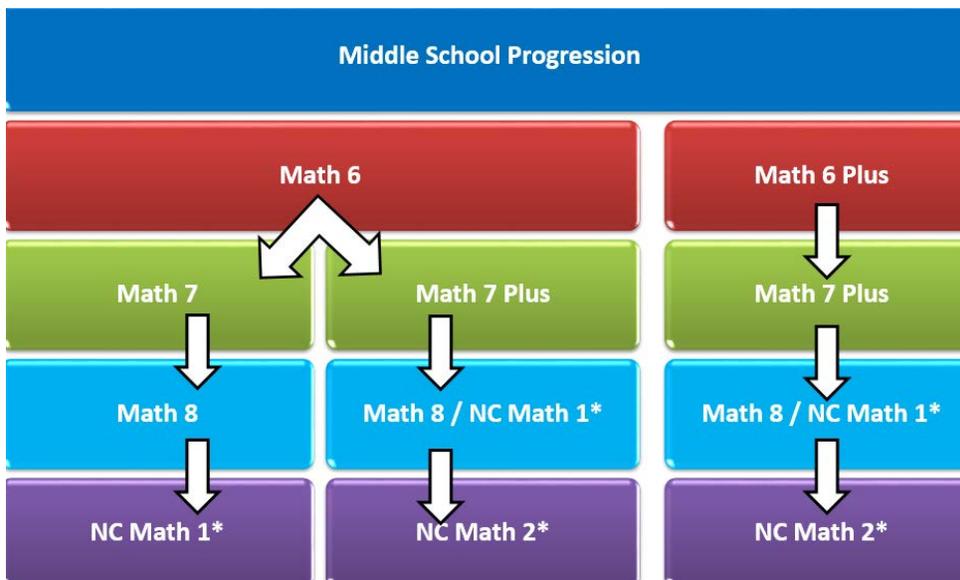


Mathematical Practice

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

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

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



listed below.

Additional details and information regarding the DPS Mathematics Service Match process can be found at: <http://central.dpsnc.net/math-secondary/dps-middle-school-math-placement>

Grade 6 Math Courses

Course Name & Course #	Course Content
Common Core Math 6 Course # 20062Y0	Grade 6 CC Math Standards
Common Core Math 6 Plus Course # 28002Y0Y6	Enhanced Grade 6 CC Math Standards PLUS Select Grade 7 CC Standards

The sixth-grade mathematics curriculum focuses on these critical areas:

(1) understand ratio concepts and use ratio reasoning 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.

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

Grade 7 Math Courses

Course Name & Course #	Course Content
Common Core Math 7 Course # 20072Y0	Grade 7 Common Core Math Objectives
Common Core Math 7 Plus Course # 28002Y0Y7	Enhanced Grade 7 CC Math Standards PLUS Select Grade 8 CC Standards

The seventh-grade mathematics curriculum focuses 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.

The seventh plus mathematics curriculum adds eighth grade topics and concepts in an effort to provide an enhanced and compacted study of mathematics for students who demonstrate an aptitude and a need for deeper study of the mathematical concepts.

Grade 8 Math Courses

Grade 8	Common Core Math 8 Course # 20082Y0	Grade 8 CC Math Objectives
	NC Math 1* Course # 21092Y0Y	Select Grade 8 CC Standards PLUS NC Math I Standards

The eighth-grade mathematics curriculum focuses 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 space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

MATH 1 | *Prerequisite: Math 7 Plus (refer to placement criteria)*

This rigorous course is designed to formalize and extend the mathematics learned in the middle grades. The topics studied seek to deepen and extend the understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. MATH 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Culminating units of study tie together the algebraic and geometric ideas studied and also provide students opportunities to have experiences with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between two quantities. They further use graphical representations and knowledge of the context to make judgments about the appropriateness of the linear models. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.

Note: Students in this course are only required to take the End-of-Course test for MATH 1 and will not take the End-of-Grade test for Math 8.

Note: The student score, NC Percentile rank and EOC Level will appear/carry over to the student's high school transcript for the Math I End-of-Course test.

Social Studies

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

Sixth and seventh grade social studies begin the study of the world from a geographic, historical, and cultural perspective.

Sixth grade students will focus on world geography, history and culture with particular emphasis on patterns of continuity and change from the beginnings of human society to the emergence of the first Global Age. Students will be expected to gain an understanding of the development of civilizations and societies around the world from an economic, political, and cultural perspective and the role that geography plays in that development.

In the seventh grade, students will continue their study of the world from the Age of Exploration to the present. The focus will be on pivotal moments in world history that shaped the development of contemporary societies. The study of geography will play a key role in helping students understand the world today.

In the eighth grade, students learn about the history of North Carolina and the United States. This integrated study helps students understand and appreciate the legacy of our democratic republic and develop skills needed to engage responsibly as North Carolinians. This course serves as a stepping-stone for more intensive study in high school.

Science

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

All middle school science courses provide opportunities for scientific inquiry, exploration, observation, and investigation. The 6th grade science content includes: solar system, physical properties of matter, thermal energy, waves, light, sound, lithosphere, and plants. The 7th grade science content includes: atmosphere and weather, cellular biology, human body systems, genetics, forces and motion, and energy. The 8th grade science content includes: chemical properties of matter, pathogens and disease, evolution, hydrosphere, energy resources, and ecosystems.

Healthful Living

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

Middle School Discovery Programs

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

Arts Education

All traditional middle schools offer a selection of visual and performing arts electives such as art, chorus, and band. Additional classes may be available in theater, strings, dance, drumming, and piano.

Career and Technical Education (CTE):

CTE courses bring relevance to a student’s education. There are three main areas a student can explore; Agriculture/Biotechnology, Business and Computer Applications and Technology, Engineering and Design. A student can specialize in a certain area by taking courses within an area each of the three years or they can mix and match courses to broaden their knowledge in a variety of areas.

The Agriculture/Biotechnology sequence explores environmental and natural resources in the 6th grade and fundamentals of biotechnology in the 7th grade. In the 8th grade students are introduced to careers in food production, animal care and biotechnical sciences by exploring the fundamentals of agriculture. (Offered at Carrington, Githens, Lowes Grove, Lucas and Rogers Herr)

Business and Computer Applications in 6th grade refine a student’s keyboarding skills and introduces them to the use of Microsoft Word and PowerPoint applications. Seventh grade offers a more in-depth look at two of Microsoft’s more complex Office products; Excel and Access. In 8th grade, students are introduced to marketing and entrepreneurship. (Offered at Carrington, Githens, Lowes Grove, Lucas, Rogers Herr and Shepard)

Technology, Engineering and Design starts in 6th grade with courses that introduce students to problem solving and design projects. Seventh grade students will be exposed to robots through LEGO Mindstorm kits. Students begin learning about open and closed loop systems and programming robots including basic blocks and programming flow. Eighth grade students in this course experience architecture and design education. Students will be provided the opportunity to create architectural and 3D designs. (Offered at Carrington, Githens, Lucas, Rogers-Herr and Shepard)

Project Lead the Way offers various classes to expand STEM (Science, Technology, Engineering and Math) education. The following classes are Project Lead the Way courses:

- Design and Modeling (Offered at Brogden and Neal)
- Automation and Robotics (Offered at Brogden and Neal)
- Energy and Environment (Offered at Brogden)
- Flight and Space (Offered at Neal)
- Medical Detectives (Offered at Neal)
- Computer Science (Offered at Neal)

World Languages

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

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

6 th Grade	7 th Grade	8 th Grade	High School
Exploratory Language	Level I Part I	Level I Part II	Level II
Exploratory Language	Exploratory Language	Level I (YEAR LONG)	Level II
Exploratory Language	Exploratory Language	Exploratory Language	Level I

No Language Course	Exploratory Language	Level I (YEAR LONG)	Level II
No Language Course	Exploratory Language	Exploratory Language	Level I
No Language Course	Level I Part I	Level I Part II	Level II

Exploratory Language: Students learn basic vocabulary and simple language structures on the novice low level of exit language proficiency to communicate on a variety of familiar topics relating to home and school. Exploratory classes in 6th grade can for the duration of a quarter or semester, depending on the school. In 7th and 8th grades, the exploratory course is one semester and is more comprehensive. Exploratory courses are not prerequisites for high school courses.

Level 1 Part I: Students develop the four skills of listening, speaking, reading and writing, with emphasis placed on interpersonal communication and proficiency. Students will be learning on the novice low & mid-levels of language exit proficiency expectations. This is the first half of the high school Level 1 course. Students must begin this class in 7th grade in order to complete the sequence. Students must pass Level I Part I in order to continue on to Level I Part 2 in 8th grade and receive high school credit. Level 1 Part 1 is not available to 8th-grade students.

Level 1 Part 2: (Prerequisite: Level 1 Part 1) Students continue to develop the four skills of listening, speaking, reading and writing, using increasingly complex structures. Emphasis is placed on interpersonal communication and proficiency. Students will be learning on the novice mid-level of language exit proficiency expectations. This is the second half of the high school Level 1 course. Students who successfully complete both Part 1 and Part 2 may receive one high school credit, pending results of the course final exam.

Level I: 8th-grade students may take this year-long high school course and receive high school credit, pending the results of the course final exam. In level I, students develop the four skills of listening, speaking, reading and writing; using increasingly complex structures. Emphasis is placed on interpersonal communication and proficiency. Students will learn on the novice mid-level of language exit proficiency expectations.

Other Discovery Courses

Each middle school will develop its own discovery offerings based on the interests and needs of the students and the teachers' special skills. Schools include discovery classes that connect to and support academic subjects. *Please see page 14 for additional important information on high school courses taken in middle school.

Identification Process for Academically and/or Intellectually Gifted (AIG) Services

The DPS AIG Plan uses multiple criteria to collect data to identify students as academically and/or intellectually gifted and to construct learning environments and strategies which address their learning needs.

The identification and matching process consists of four steps:

- 1.) Students are nominated for AIG services by a teacher, parent, peer, or by the individual student.

2.) School-based AIG Specialists collect data about each student's achievement, abilities and learning attributes. The data will include classroom performance, teacher observations, parent observations, and formal assessments.

3.) A school-based AIG committee reviews each student's data to determine if the student qualifies for AIG services. ---There are three gifted pathways for identification, which include: Academically and Intellectually Gifted (AIG); Intellectually Gifted (IG); Academically Gifted (AG).

4.) The committee develops a Differentiated Education Plan (DEP) for each identified student. The plan details the most appropriate learning environment for the identified student as well as necessary content modifications and enrichment opportunities.

Exceptional Children's Services

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

English as a Second Language (ESL)

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

“Sheltered” English Language Arts counts as the students' ELA credit during the time a student is assigned to the sheltered class. The coursework is aligned to the state English Language Arts standards. (See English Language Arts information on pgs. 5 and 6 for more information).

Extracurricular Activities

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

Interscholastic Athletics

Interscholastic athletics have a vital place in the total educational program when they are effectively planned, organized, administered, supervised, and evaluated. Through school athletics, many of the interests and needs of young people can be served better than through any other channel. For this reason, it is important that school administrators, teachers, students, parents, and community personnel determine what educational objectives

seem most desirable and plan athletic programs in keeping with the overall purposes of the school program. At all times, emphasis should be placed upon progressing levels of maturity both physical and emotional, upon integrity both personal and social, and upon responsibility, both for one's self and to all involved in the athletic program. Any play between organized teams or individuals from different schools is defined as an "interscholastic athletic contest" and shall be subject to all regulations pertaining to such contests. Statutory provisions state that "Local boards of education shall make all rules and regulations necessary for the conducting of extracurricular activities in the schools under their supervision, including a program of athletics, where desired, without assuming liability therefore provided, that all interscholastic athletic activities shall be conducted in accordance with rules and regulations prescribed by the State Board of Education." G.S. 115C-47(4).

Durham Public Schools school board is authorized to determine whether and to what extent students in grades sixth through eighth may participate in interscholastic athletics; provided, however, that students in sixth grade are not eligible to participate in football. In order to qualify for public school participation, a student must meet the following requirements. DPS has passed the following per G.S. 115C-366(a):

- The student may participate only at the school to which the student is assigned by DPS.
- The student must meet age requirements at each grade level to participate. The principal must have evidence of the legal birth date of the student. A student who is ineligible to participate at one grade level due to age is eligible to participate at the next higher grade level only. No student may be eligible to participate at the middle school level for a period lasting longer than six consecutive semesters, beginning with the student's entry into sixth grade. A student shall not participate on a sixth, seventh or eighth grade team if the student becomes 15 years of age on or before August 31 of that school year into sixth grade.

Clubs and Activities

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

Sports

The sports programs available at middle school include soccer, football, lacrosse, baseball, basketball, tennis, volleyball, wrestling, cross country, track, softball and cheerleading.

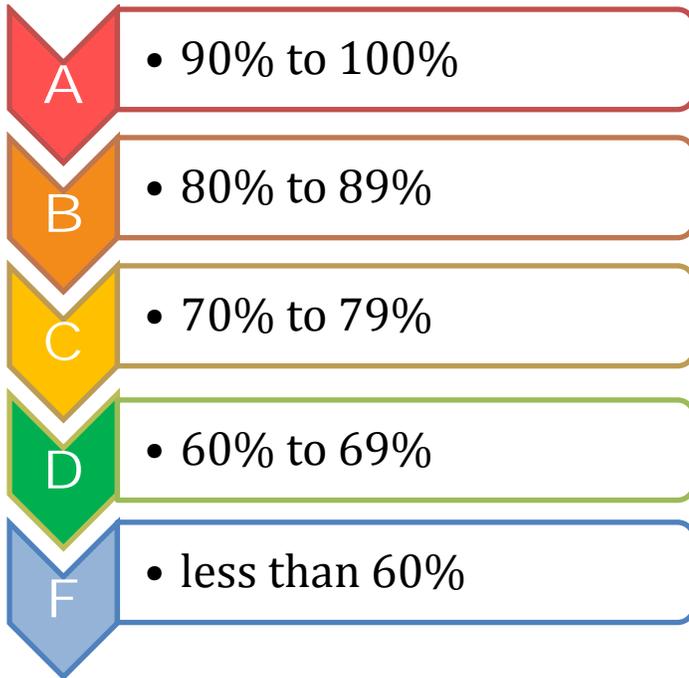
After School Opportunities

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

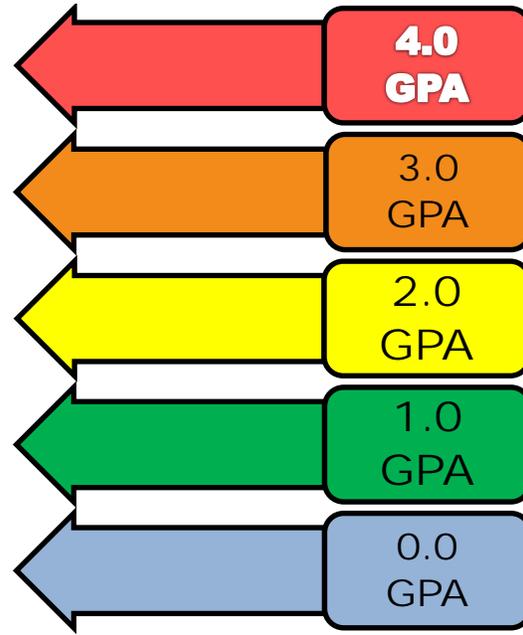
Grading Policies

Beginning with the 2015-16 school year, the state board of education required all school districts to implement a new grading scale. This new scale applies to middle schools and high schools, and changes the way letter grades are assigned and how grade point averages (GPAs) are calculated. It also changes the way 9th graders earn “quality points” for taking courses at a more rigorous level.

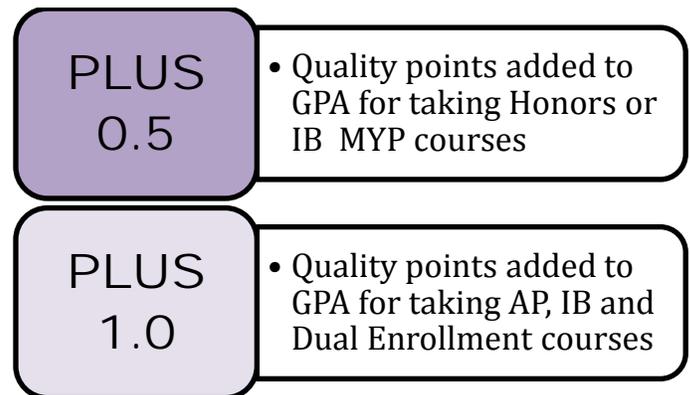
For All Middle and High School Students



For High School Only



Quality points for students who entered 9th grade for the first time in 2015-16 or later:



**IB MYP = International Baccalaureate Middle Years Programme
AP = Advanced Placement / IB = International Baccalaureate**

Testing Requirements

End-of-Grade (EOG)

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

End-of-Course (EOC)

Students taking high school courses with state-mandated EOC tests must take the test. These tests assess a student's mastery of course content. Students must earn a Level III, IV or a V in order to earn credit.

Promotion Standards

In middle school, students should earn passing grades and demonstrate proficiency in reading and math to be promoted. North Carolina law mandates that the final decision for promotion lies with the principal.

High School Courses in Middle School

The State Board of Education recently changed its policy to increase rigor by offering more options for middle school students to take select high school courses while still in middle school and receive credit. Some of the advantages of taking these courses before reaching high school include the opportunity to earn high school credits toward graduation, the ability to have more time to take Advanced Placement courses, opportunities to take online courses through the NC Virtual Public School or other approved online providers, and the opportunity to take dual enrollment in courses at a local college or university and graduate early.

Talk with your child's counselor if your child may be ready for high school courses. If an online high school level course is recommended, students and their parents should read and discuss the [DPS eLearning Handbook](#) prior to enrolling. DPS recommends that middle school students who take high school courses meet the following standards:

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

Additional standards for high school courses in middle school are:

MATH I

- Students must meet the DPS mathematics placement criteria

WORLD LANGUAGE COURSES

- French or Spanish I (*Most schools offer Part 1 in 7th grade, Part 2 in 8th grade*)
- Mandarin I (*Shepard only*)
- Latin 1 (*Lakewood only*)

Expectations for students taking high school courses in middle school

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

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

- *Students are responsible for taking all state mandated End-of-Grade (EOG) tests in addition to EOC and NCFEs for High School courses.*
- *Principals approve student enrollment in high school courses using district criteria.*
- *Teachers and/or parents may complete a waiver for higher or lower math placement*
- *Students will earn high school credit if they earn a passing grade in the class and score at a Level III, IV, or V on the EOC.*
- *Students who earn a "1" or a "2" on the EOC will be required to repeat the entire course to earn credit.*
- *Students who are identified as failing a course/grades/subject for which an assessment is required shall take the appropriate assessment.*
- *The grades a student earns for high school courses taken in middle school will not be counted as part of his/her high school Grade Point Average (GPA). Only courses a student takes while enrolled in high school will be used to determine his/her GPA.*
- *Grades a student earns in high school courses taken in middle school will appear on his/her transcript.*
- *All high school courses are required to include the EOC/NCFE as 20% of the final grade in the course.*

Middle School Magnet Programs

Durham Public Schools offers a variety of innovative magnet programs and other options for students. To attend one of these programs, students must apply for entry. For information about the application process, call the Office of Student Assignment at (919) 560-2059 or visit www.magnet.dpsnc.net.

Durham School of the Arts | Grades 6-12, www.dsa.dpsnc.net

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

Lakewood Montessori | Grades 6-8, montessorimiddle.dpsnc.net

The Montessori Middle School program focuses on community building and student leadership. The Montessori method of instruction is an internationally recognized instructional program. The instruction at Lakewood Montessori is centered on three pillars: academics, community, and self.

Lowe's Grove | Grades 6-8, lowesgrove.dpsnc.net

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

Neal | Grades 6-8, neal.dpsnc.net

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

Rogers-Herr | Grades 6-8, rogersherr.dpsnc.net

Operates on a year-round calendar with three-week breaks between each 9 week instructional period, and a five week break during summer.

Shepard International Baccalaureate | Grades 6-8, www.dpsnc.net/domain/46

The International Baccalaureate (IB) Middle Years Programme (MYP) and Diploma Programme (DP) is a high quality program of international coursework developed and authorized by world renowned International Baccalaureate Organization (IBO). The IB Programme is designed to help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world.

The School for Creative Studies | Grades 6-12, www.scs.dpsnc.net

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

Magnet Office Contact Information | 919-560-2603



Durham Public Schools
Durham, NC
www.dpsnc.net

Have a great success story? **Tell us about it!**

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