



**DANIELS**  
**GLOBAL STUDIES**  
**MAGNET MIDDLE**

**Guide for Choosing Academic Discipline Courses**

**2016-2017**

**Grade 8**

We are excited that Daniels is now a Magnet School for Global Studies and Language Immersion themes. In 2016-17, Daniels will be in the second year of implementing its Global Studies magnet theme. Global students will:

- Explore their own culture, make comparisons with other cultures, and investigate global issues and challenges.
- Think critically on issues that demand perspective taking and research skills.
- Develop awareness of cultural diversity and global issues.

All of our classroom teachers make global connections in their classes. Students investigate global issues by grade level teams. Through the Global Studies component, magnet students will have the opportunity to:

- Participate in a world language class (French, Spanish or Mandarin Chinese)
- Participate in a Global Studies course
- Participate in exploring global issues on team
- Have global topics infused in academic and elective classes

The Global Studies course will give students an understanding, respect and appreciation of multiple geographic regions and cultural areas in an effort to develop an understanding of the various challenges that unite and divide the world. Our Language Immersion program in Spanish and Mandarin Chinese will begin with in 2018 and 2021 respectively. These students will take a year-long world language class and also take a Social Studies class in the same world language. Our school is partnering with VIF International Education in Chapel Hill to prepare global-ready teachers and students. Daniels focuses on student success and believes in community service and strong communication between Daniels staff and families. We have excellent electives offered, wonderful teachers, strong traditions and talented, hard-working students. The recently renovated facility with its global influence is beautiful, and our parental involvement and an active PTA help Daniels in a myriad of ways. Our goal as we work with our students is to increase the skills they will need to be successful as adults. We want our students to develop strong communication skills (reading, writing, speaking, and listening), critical thinking skills, and organizational and time management skills as well as enhance their ability to collaborate and think creatively. We are excited about preparing our students for the 21<sup>st</sup> century!

### **How to use this guide:**

This guide contains general information about Daniels as well as specific information about the courses we plan to offer next year. *Please note that we have not received information regarding resources allocated to Daniels and so are basing course offering decisions on the information currently available. Changes to the program guide will be noted on our website.*

### **History:**

Daniels opened in 1955 to serve families in the Hayes Barton, Country Club Hills, and Anderson Heights Communities. We continue to do so, and we have expanded to new neighborhoods, including Pleasant Valley and Longview. Daniels was named for Josephus Daniels who served as secretary of the Navy in WWI and who was the founder and publisher of the News and Observer. Because of Mr. Daniels' nautical background, Daniels has developed a nautical theme. Our Bluejacket mascot is named for navy seamen who wore blue jackets. The names of our teams are also nautical and currently include the Megalodons, Sea Wolves, and the Silver Surfers. Sherwood-Bates Elementary School that opened in 1950 became a part of Daniels in 1982 when Daniels moved from a junior high school to a middle school. The school was completely renovated in 2006 to allow Sherwood-Bates and Daniels to be joined via a connector wing that houses our main office, student services office, an additional computer lab, and our band room.

### **Staff:**

Daniels has an excellent staff. We have 85 certified staff members. Forty-six have advanced degrees. They average over 14 years of experience. We have 7 National Board Certified Staff. Our teachers and certified staff members use this wealth of experience to develop and implement lessons that meet student needs.

### **Communication:**

Daniels staff members use PowerSchool and teacher websites to communicate grades and assignments to parents. PowerSchool allows parents to see grades and attendance via the internet. Parents must sign up and receive a user name and password. Teacher websites are accessible from our school website and include information about homework assignments, projects, classwork, and tests. We also utilize a phone messenger system, our website, a yahoo list serve, and the PTA newsletter to communicate with our families. Our PTA provides each student with a planner at the beginning of the school year to record test dates, project dates, and daily homework. By reviewing the planner, parents can get a better understanding of the work their students are expected to complete. We encourage you to contact your student's teacher, counselor, or administrator directly with any concerns you may have.

### **School Climate:**

At Daniels, the guiding principles of “Do the BLUE” are the belief that all students are valuable and deserve respect, that all students can be taught to demonstrate appropriate behavior, and that positive relationships between students and adults are key to student success. At Daniels we have clearly defined expectations, teaching students the behaviors that are expected, reinforcing appropriate behavior, acknowledging our students for their positive behavior, and implementing interventions for challenging behaviors. Our goal is to improve the overall classroom and school climate to achieve higher academic performance for all students. BLUE stands for **B**e Kind, **L**ead by Example, **U**timize Responsible Work Ethics, and **E**stablish a Safe Environment. Students who receive BLUE notes from their teachers may deposit them in the BLUE Notes box in the cafeteria and become eligible for a prize drawing each morning. We encourage and teach through “Do the BLUE” and strive to set high expectations for all of our students with regard to academics and behavior.

### **School Improvement:**

Daniels has three goals in our school improvement plan. Our first goal focuses on student academic progress and seeks to increase performance of every sub group of student. To accomplish this, we have implemented Classroom Walk-Through Observations, Professional Learning Communities, and cumulative exams. We also utilize SMART lunch, Reading and Math Support classes, and literacy and math initiatives in order to improve academic achievement. Our second goal focuses on student behavior and states that we will decrease discipline referrals and decrease suspensions. We have worked through our Positive Behavior Support team and have been utilizing “Do the BLUE” in order to help students understand and meet behavior expectations. Our last goal relates to the successful implementation of our Global Studies magnet theme. In order to accomplish this, we partner with VIF International Education in Chapel Hill and the WCPSS Magnet Office to give our teachers professional development opportunities in global studies. Daniels work closely with our PTA to implement global initiatives.

### **Literacy Initiative:**

Daniels has developed a literacy plan for all of its students. Teachers will teach literacy skills, reading, annotating, summarizing, and inferring in every class. We test every student on reading ability at least three times per year. We offer classes to support our weak readers. We also offer book clubs and electives such as Junior Great Books to support our strong readers. Every grade level is participating in the Forty Book Challenge. We have developed classroom libraries in almost every class and have an annual book fair. We are excited about the successes of our students in reading.

### **Academics:**

Daniels has a rigorous academic program. In 2009-2010, Daniels implemented cumulative exams in each subject area. The goal of these exams is to help students better prepare for high school, as well as assessing skills and material to re-teach. Daniels teachers, working in Professional Learning Teams (PLTs), review the exams of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students in order to appropriately scaffold instruction. Our PLTs also discuss and review best practices. In 2009-2010, we began Classroom Walk-Through Observations. These observations are done by teachers, of their colleagues, in order to gather data on which instructional practices we use regularly at Daniels. We review the data in PLTs to determine how we can improve instruction.

### **Character:**

We work to ensure that our students are successful in their academics through both their skills and abilities, as well as their sense of values. We recognize students who exhibit positive character traits through our Character Education Breakfast sponsored by our PTA. One student from each team is recognized as embodying the character trait of the month. We encourage our students to strive for outstanding character.

### **Academic Courses:**

Students take four core classes each year, for 55 minutes each. These core classes are English Language Arts, Social Studies, Math, and Science. English Language Arts and Math have both regular and advanced levels. Science and Social Studies classes are heterogeneously grouped. The four core subject area classes meet each day and last throughout the year. At Daniels Magnet Middle School, all students are assigned to a team of four or six academic teachers. These teachers share a common group of students. This team approach gives the students an identity as soon as they begin their middle school career. The four core subject area classes meet each day and last throughout the year.

Additionally, every student will have two 50 minute elective classes. Students are able to choose electives from Technology, World Language, Academic, and Arts courses. The two 50 minute classes are either year-long, nine weeks or semester in length, depending upon the student’s schedule. Other courses offered (e.g., Special Education courses, ESL, etc.) are added during the elective time.

## **English Language Arts**

Students use oral language, written language, 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. In 6<sup>th</sup> grade the emphasis is on personal expression, in 7<sup>th</sup> grade the emphasis is on argument, and in 8<sup>th</sup> grade the emphasis is on using information for specific tasks. Students read from multiple genres including short stories, poems, drama, non-fiction, and several novels each year. They are encouraged to read books on their own from the Wake County *Battle of the Books* list. **At Daniels, English Language Arts classes are grouped according to ability - Advanced and Grade Level clusters.** This grouping is based on teacher recommendation.

### **Eighth Grade English Language Arts:**

Following the North Carolina Standard Course of Study for English Language Arts, the emphasis in Wake County's Eighth Grade Language Arts Curriculum is on informational expression. Drawing from a variety of sources, students analyze and evaluate informational materials through oral language, written language, and other media/technology. As a culminating grade eight project, students plan and publish a research product and presentation. In addition, students refine their use of language for expressive, argumentative, critical, literary, and language usage purposes. Students read a wide variety of texts to interpret and evaluate, and to develop an appreciation for literature. Eighth Graders further increase comprehension strategies, vocabulary, an understanding of language structure and grammar rules, as well as higher order thinking skills through their encounters with print and non-print text. Reading and writing is linked, and students write for a variety of audiences and purposes. Students use effective sentence structure and further develop editing skills to improve sentence formation, usage, mechanics, and spelling. Writing samples are compiled in a writing folder and include evaluation of public documents, problem-solution essays, persuasive arguments, learning log entries, poetry, business letters, research products, and analysis and evaluation of literary works. Rubrics are used to guide and evaluate writing products. In addition to short stories, poems, drama, and nonfiction selections, Eighth Grade students should read a minimum of three longer works. Some suggested titles can be found on the revised Wake County Book List.

## **Mathematics**

The Common Core State Standards for Mathematics consist of two types of standards – Standards for Mathematical Practice that span K-12 and Standards for Mathematical Content specific to each course. The Standards for Mathematical Practice rest on important “processes and proficiencies” with longstanding importance in mathematics education. They describe the characteristics and habits of mind that all students who are mathematically proficient should be able to exhibit. The eight Standards for Mathematical Practice are:

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.

The Standards for Mathematical Content in Grades 6 – 8 are organized under domains: *The Number System, Ratios and Proportional Relationships, Functions, Expressions and Equations, Geometry, and Statistics and Probability.*

### **Common Core Math 8**

The foci of Common Core Math 8 are outlined below by domain:

- **The Number System:** Know that there are numbers that are not rational, and approximate them by rational numbers.
- **Expressions and Equations:** Work with radicals and integer exponents; understand the connections between proportional relationships, lines, and linear equations; analyze and solve linear equations and pairs of simultaneous linear equations.
- **Geometry:** Understand congruence and similarity using physical models, transparencies, or geometry software; understand and apply the Pythagorean Theorem; solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- **Statistics and Probability:** Investigate patterns of association in bivariate data.
- **Functions:** Define, evaluate, and compare functions; use functions to model relationships between quantities.

### **Common Core Math I (for High School Credit):**

The Common Core Math I course offered in middle school is a compacted course comprised of a portion of the Common Core Math 8 standards and all of the Common Core Math I standards. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Algebra I. The final exam is the North Carolina End-of-Course Test based on the Math I Standards and this exam counts as 25% of a student's final grade.

\* North Carolina's *Future Ready Core* requires **four** mathematics courses to be taken for high school graduation.

High School Mathematics courses taken and successfully completed with a level 3 or above in Middle School will count as credit towards high school graduation. However, the grade will not contribute to the student's GPA. Students on this track still should take four advanced math courses in high school. Please note that, except for extraordinary circumstances as outlined by the state, students will not be able to withdraw from this class after the 20<sup>th</sup> day of school.

### **Common Core Math II (for High School Credit)** *Recommended prerequisite(s): Common Core Math I*

In Common Core Math II, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Common Core Math I. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between Math II and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Common Core Math II. The final exam is the North Carolina Final Exam for Common Core Math II.

## **Science**

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies.

**By the end of this course, the students will be able to:**

- Understand the hydrosphere and the impact of humans on local systems and the effects of the hydrosphere on humans.
- Understand the history of Earth and its life forms based on evidence of change recorded in fossil records and landforms.
- Understand the hazards caused by agents of diseases that affect living organisms.
- Understand how biotechnology is used to affect living organisms.
- Understand how organisms interact with and respond to the biotic and abiotic components of their environment.
- Understand the evolution of organisms and landforms based on evidence, theories and processes that impact the Earth over time.
- Understand the composition of various substances as it relates to their ability to serve as a source of energy and building materials for growth and repair of organisms.
- Understand the properties of matter and changes that occur when matter interacts in an open and closed system.
- **Explain the environmental implications associated with the various methods of obtaining, managing, and using energy resources.**

## **Social Studies**

Historical study connects students to the enduring themes and issues of our past and equips them to meet the challenges they will face as citizens in a state, nation and an interdependent world. Pursuant to the passage of House Bill 1032 *An Act Modifying the History and Geography Curricula in the Public Schools of North Carolina*, the new essential standards for eighth grade will integrate United States history with the study of North Carolina history. This integrated study helps students understand and appreciate the legacy of our democratic republic and to develop skills needed to engage responsibly and intelligently as North Carolinians. This course will serve as a stepping stone for more intensive study in high school. Students in eighth grade will continue to build on the fourth and fifth grade introductions to North Carolina and the United States by embarking on a more rigorous study of the historical foundations and democratic principles that continue to shape our state and nation. Students will begin with a review of the major ideas and events preceding the foundation of North Carolina and the United States. The main focus of the course will be the critical events, personalities, issues, and developments in the state and nation from the Revolutionary Era to contemporary times. Inherent in this study is an analysis of the relationship of geography, events and people to the political, economic, technological, and cultural developments that shaped our existence in North Carolina and the United States over time.

## **Physical Education/ Global Healthful Living**

Global Healthful Living is required for all 7th grade students and includes health education and physical education. These two courses complement each other as students learn how to be healthy and physically active for a lifetime. Because our health and physical fitness needs are so different from a generation ago, the nature of healthful living is changing. Poor health choices (i.e., use of alcohol and other drugs, poor nutrition, and physical inactivity) now account for more than 50% of the preventable deaths in the United States.

Through a quality healthful living education program with a global emphasis, students will learn the importance of health and physical activity and develop skills to achieve and maintain a healthy lifestyle and compare their health to others around the world. Students will learn how to apply the concepts of proper exercise in their daily lives, discover ways to handle stress, avoid harmful and illegal drugs, learn about the relationship between nutrition and weight management, develop healthy interpersonal relationships (including conflict resolution skills), develop teamwork and character building skills, and learn how to achieve positive health and fitness goals. In eighth grade, students will identify how media and peer pressure influence health behaviors, identify positive ways to manage stress, explain how to gain, reduce or maintain weight in a healthy manner, demonstrate skills and strategies for remaining abstinent from sexual intercourse, and demonstrate good communication skills for healthy relationships. Students will demonstrate basic CPR skills, understand the special risks associated with alcohol and other drugs, understand the negative impact (emotional, social, and physical) of using harmful and illegal drugs, and assist others to seek help for risky behaviors. Students will explain the principles of cardiovascular and strength conditioning, develop a personal fitness program, establish personal fitness goals and monitor their progress, participate in regular physical activity both in school and during non-school hours, display advanced sport movements through the engagement in dual, team, and lifetime sports. Students will work cooperatively to follow rules and exhibit safe practices while achieving individual and group fitness-related goals through fair play and sportsmanship. Because of the nature of health education, discussion may include sensitive topics. By contacting the school principal, parents may request in writing that their child be excluded from certain health topics owing to personal/religious beliefs.

## **Technology Education**

### **Computer Skills & Applications I - Semester:**

This course offers general keyboarding instruction that is essential to our technological society. Students will increase keyboarding skill through drill practice and reinforcement of correct techniques. Students will also learn general computer literacy, which includes terminology and proper computer care of hardware and software. English Language Arts skills are reinforced as students format, compose, and proofread documents. Students will learn how to use word processing software to create, format, and edit personal and business documents. Word processing concepts are presented in a method that is transferable to all subject areas. Keyboarding allows student to develop skills in using computer systems for relevant task and an appreciation of the impact of computer systems on society and the environment.

### **Computer Skills & Applications II (prerequisite is CS&A I) - Semester:**

In this course, students will build upon and enhance the Keyboarding/Computer Literacy course that is a prerequisite. Students will expand upon their computer knowledge through simulated activities and independent work habits. Tasks will require students to define, locate, select, organize, present, and) evaluate information. This course also provides hands on instruction in basic computer hardware concepts, computer ethics, and software applications. Emphasis is placed on reinforcing the touch keyboarding skills, word processing and spreadsheet applications. Desktop publishing will also be introduced to enhance word processing skills by adding creative elements. Language arts skills and mathematical concepts are reinforced in this course.

### **Exploring Business, Marketing, and Entrepreneurship (prerequisite: Advanced Computer Skills and Applications or Introduction to Office Productivity) - Semester:**

This middle school course is designed to explore the nature of business, entrepreneurial skills, and to study related careers in fields such in financial services, information technology, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem solving and thinking skills. This course contributes to the development of a career development plan. English language arts, mathematics, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Introduction to Computer Science - Semester:** Students will be introduced to the fundamental concepts of computer science and programming. General computer science topics covered will include history, basic computer architecture, algorithms, and computer number systems. Student will learn basic computer coding in this class.

**Exploring Technological System – 9 weeks:** This middle school course focuses on students' understanding how technological systems work together to solve problems and capture opportunities. 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. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. 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.

**Exploring Careers and Employment – 9 weeks:** This middle school course provides an orientation to the world of work. Emphasis is placed on self-awareness, understanding the world of work, and the career planning process. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to, communication, personal management, and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips and job shadowing. Student participation in Career and Technical Student Organization (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Project Lead the Way Design and Modeling – 9 weeks:**

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions. Utilizing this design approach, students understand how design influences their lives. Students also learn sketching techniques and use descriptive geometry as a component of design, measurement, and computer modeling. Students brainstorm, research, develop ideas, create models, test and evaluate design ideas, and communicate solutions. The students will produce various projects while taking this course.

**Project Lead the Way Automation and Robotics – 9 weeks:** In this middle school course, students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students acquire knowledge and skills in problem solving, teamwork collaboration, and innovation. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. 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. \*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

### **Exploring Family and Consumer Science (FACS) (Family Focus) - 9 weeks:**

This course explores life management skills essential to everyday living in the home and in the workplace. The focus is on exploring and developing a foundation for the application of family life management skills. Skills in applying basic academics, problem solving, decision making, creative and critical thinking and technology are reinforced in this course. Units include nutrition, food preparation skills, childcare, interior design, and relationships. In all of the units, students examine career possibilities. Many hands on laboratory experiences compliment the lessons.

### **Exploring Family and Consumer Science (FACS) (Consumer Focus) - 9 weeks:**

This course explores life management skills essential to everyday living in the home and in the workplace. The focus is on exploring and developing a foundation for the application of consumer skills. Skills in applying basic academics, problem solving, decision making, creative and critical thinking and technology are reinforced in this course. Units include finances, hospitality, and managing a sewing project. In all of the units, students examine career possibilities. Many hands on laboratory experiences compliment the lessons.

### **Global Media – (teacher approval required) – Semester:**

Students will create a recorded newscast of global and school news issues to be broadcast through the school's in-house television channel each morning. Students will research global issues to inform and enhance our school's globally focused community. This course is an introduction to using video as a communication tool. Students learn how to effectively research global news, write scripts, communicate orally, as well as learn the basics of digital editing.

#### **CTE Accomplishments:**

- **CTE –Business**
- CTE 100% Club- Introduction to Keyboarding (End-of-Year proficiency exam % passing curriculum)
- CTE 100% Club- Business Computer Technology (BCT)
- **CTE-Life Skills-**
- (Family, Career and Community Leaders of America) FCLA Chapter placed in the regional and national competitions
- **CTE-Technology**
- Robotic Programs recipient of the Against All Odds award at the regional competition. Received a Project Lead the Way Grant for new curriculum and computers.

## **World Language**

Daniels offers a choice of three world languages—Chinese, French, and Spanish. Students will be placed in a World Language class at a level that continues to challenge them based on their previous World Language experience, and based on information provided during registration. Students who successfully complete at least 150 seat hours of instruction and pass a placement test may receive High School credit for a Level I World Language course. Over 90 % of 8<sup>th</sup> grade students enrolled in our World Languages pass the Wake County Exit Exam and receive high school credit.

### **Chinese Exploratory – Semester**

This course is an introduction to Mandarin Chinese language and culture. Major topics include greetings, colors, numbers, classroom objects, calendar, telling the time, weather expressions, feelings, animals, foods, the family, and holidays.

### **Chinese (Mandarin) – Year Long, Intermediate:**

This is a continuation of Beginning Chinese and continues to emphasize spoken and written communication through character acquisition and conversation to promote fluency with pinyin pronunciation, intonation, and smoothness of expressions. This course will continue to lay the foundation for students to develop skills in Mandarin as a second language. Interpersonal communication through conversations is stressed as well as cultural traditions.

### **Spanish—Year Long, Advanced (prerequisite: Intermediate Spanish):**

This course is a year-long course to prepare students to become bilingual, and want to take a placement test at the end of the term for High School Spanish credit. This course continues the study of the Spanish language and culture, refining grammatical and vocabulary topics and will continue to lay the foundation for students to develop skills in Spanish as a second language. Major topics include the rooms in a house, making comparisons, the superlative, stem changing verbs, affirmative commands, the present progressive tense, clothing, demonstrative adjectives, and the preterit of verbs. Students who complete this course successfully and who pass the exit exam (worth 20% of the overall grade) may take Spanish II at the high school level.

### **French—Year Long, Advanced (prerequisite: Intermediate French):**

This course is a year-long course to prepare students to become bilingual, and want to take a placement test at the end of the term for High School Spanish credit. This course continues the study of the French language and culture, refining grammatical and vocabulary topics to lay the foundation for students to develop skills in French as a second language. Building upon the basics of language development, major grammatical topics include irregular verbs, past tense, direct object pronouns, imperatives, and prepositions of places and movement. Vocabulary topics include expressing opinions about past events, how to make a phone call, shopping for clothes, expressing wishes and giving advice, and asking for and giving directions. Developing conversational communication is stressed as well. Students who successfully complete this course and who pass the exit exam (worth 20% of the overall grade) may take French II at the High School level.

## **Arts Education**

At Daniels, students may participate in performing arts classes as well as exploring the visual arts. Our visual arts classes connect to the world through art as students learn different art forms from around the globe. There are music classes offered at each grade level that allow students to explore the history of music from around the world. These classes do have a performance component.

### **Advanced Band—Year-Long**

8th grade Advanced Band is a year-long course of instruction. One advanced band class builds upon the musical skills previously mastered. Focus continues with development of proper breath support, beautiful tone production, and advanced music reading skills. Much emphasis is placed on music theory and performing in an ensemble with increased musical technique and expression. Students will perform in at least 3 public concerts during the school year. Intermediate band students are eligible to participate in:

- Jazz band: plays all home concerts, open houses and Blue Jacket Jamboree Pep Band: Plays at various home basketball and football games.
- All County Band
- All District Band
- MPA Festival Band

Please visit our website at <http://danielsband.weebly.com>. If you have questions, please contact the band director.

#### **Combined 7th/8th Festival Band and Jazz Band have:**

- Earned "Gold" Ratings at the Nationals Heritage Music Festival in Atlanta, GA
- Earned "Silver" Ratings at the National Heritage Music Festivals in  
--Williamsburg, VA                      --Philadelphia, PA  
--Washington DC                      --New York, NY
- Earned "Excellent" Ratings in the North Carolina Bandmasters Association's Musical Performance Adjudication (MPA) Festival

#### **Band Students have:**

- Auditioned for and Performed in the Wake County All-County Bands
- Auditioned for and Performed in the All-District Bands (1st alternate placement)
- Performed at Football and Basketball games to support athletic teams (Pep Band)
- Performed at Open Houses and Blue Jacket Jamboree (Jazz Band)

**Dramatics – 9 weeks:** This course is designed to introduce students to the fundamentals of acting. Students will explore characters and situations through the use of theater games. Course experiences include an overview of dramatic techniques and explorations in the areas of pantomime, dialogue, monologue, improvisation, voice/diction, and roleplaying.

### **Honors Chorus — Year-Long:**

Honors Chorus is by DIRECTOR APPROVAL only. Students must have their registration sheet signed by the Choral Director in order to take Honors Chorus. The Honors Chorus is very active in performing in competitions, concerts, and for various community functions. This course is designed for serious and dedicated musicians. If you have questions, please contact Chorus director.

### **Eighth Grade Chorus – 9 weeks:**

Eighth Grade Chorus is a quarter long course open to any student. Throughout the course students will learn proper vocal technique such as breath support, diction, and vocal placement. Students will also learn basic music theory skills and how to read music. The course is taught with the focus on the performance that will be given by the students at the end of the quarter.

#### **Chorus Awards:**

- 2015 Heritage Music Festival, Atlanta: Silver Rating
- 2014 Heritage Music Festival, Washington, DC: Gold Rating
- 2013 Heritage Music Festival, New York City: Gold rating
- 2012 Heritage Music Festival, Washington, DC: Gold rating
- 2011 Heritage Music Festival, Philadelphia: Gold rating
- 2010 Heritage Music Festival, Williamsburg: Outstanding Choral Group
- 2009 Smoky Mountain Music Festival, Superior rating (highest)
- 2008 Smoky Mountain Music Festival, Superior rating (highest), 1st place Concert Choir

### **Visual Composition I (Art)- 9 weeks:**

Visual Art in the Eighth Grade is a quarter-long course that focuses on multi-cultural art as well as exploring some new and interesting techniques. Students will complete both two and three-dimensional work. Projects may include collage, weaving, drawing, painting, etching, ceramics, and folk art. No previous experience is needed. Visit the Daniels Art website at [Artsonia](#).

### **Visual Composition II (Art)- 9 weeks (prerequisite Visual Composition I):**

Students will continue to develop their technical and artistic skills as they solve problems with their own choice of media. Students will be expected to write critical analysis of the work of others (including the masters) and their own. Visual Art in the Eighth Grade is a quarter-long course that focuses on multi-cultural art as well as exploring some new and interesting techniques.. Projects may include collage, weaving, drawing, painting, etching, ceramics, and folk art. Visit the Daniels Art website at [Artsonia](#).

### **Honors Art – Semester (teacher approval/application):**

Honors Art is for students that have taken Visual Arts and would like to further their arts education. These students should have a strong interest in art and be ready to build upon the basic skills they have learned in previous arts classes. Visit the Daniels Art website at [Artsonia](#).

## **Other Electives**

### **Peer Tutor - 9 weeks:**

This course trains students to act as a helping friend to other students in Grades Sixth, Seventh, and Eighth. The skills include communication, group leadership and facilitation, conflict resolution, and self-esteem building. Students often work with students who are in the Daniels Middle School Special Education classes and ESL classes. Teacher recommendation and an application is required to be selected as a peer tutor.

### **Yearbook – Semester:**

In this course students get a hands-on opportunity to help create the school yearbook. Work will be done on layout designs, picture taking skills, sequencing of events, marketing, and preparing the yearbook for print.

The following courses will be offered as a nine weeks class and will be taught by a 8<sup>th</sup> grade core teacher.

### **Magnet Survey of Global Studies:**

Six grade **magnet students must** take this course at the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade levels. This course is open to all students; however, magnet students will be given priority to take this class. Students will learn and experience the world and its many cultures by exploring the global concepts and issues of society, geography, environment, education, economy, and politics. The purpose of Global Studies is to give students an understanding, respect, and appreciation of multiple geographic regions and cultural areas in an effort to develop an understanding of various challenges that unite and divide the world. The course units are Religions, Pop Culture, Architecture, Natural Hazards, Higher Education, Globalization, Revolution, and Terrorism.

**Grammar Usage and Newspaper Editing:** This course is a basic grammar course that will help anyone who is interested in improving their punctuation, capitalization, and sentence structure. The exercises and tests will help increase your skills in these areas and help you to discover your weak areas as well as your strong areas. As a result of increasing your basic grammar skills, you will write more effectively.

**Math Acceleration and Support:** This course is designed for students who need additional instruction and support in gaining grade level mathematics skills, problem-solving strategies, test-taking skills, and mathematical thinking in authentic contexts. Activities will focus on the use of math manipulatives to build understanding of mathematical concepts and the use of cooperative and individual activities that practice and strengthen grade level skills and ability in mathematics. Technology, reading, and writing for greater understanding in mathematics will be incorporated where appropriate.

**Reading Acceleration and Support:** This course is designed for students who need additional instruction and support in fluency and comprehension building, vocabulary building, and reading skills. Direct strategy instruction will occur with extended opportunities for guided reading practice with both fiction and nonfiction text. Students will have the opportunity to self-select texts and set individual reading goals. Instructional strategies will include teacher reads aloud, paired reading, guided reading, literature circles, and building of independent reading time. Students also spend time on individualized computer programs to strengthen comprehension and fluency skills.

**Science Lab – (Olympics of Science/Math) - Forensics:** This class will study the basics of forensic evidence and the science behind the scenes of a crime. Students will enhance their critical thinking skills and well as the powers of observation, induction, and lab techniques. Students will see and investigate a variety of crime scenes.

**Marine Ecosystems:** In this course, students will be introduced to the study of ecology through the examination of the structure and function of marine life with special emphasis on organism interactions and specific ecosystems such as coral reefs, estuaries, and lagoons. Students study the structure and function of marine life, compare and contrast organisms, and study ecosystems.

## **English as a Second Language (ESL)**

Daniels Middle School was the first English as a Second Language program in Wake County. Since 1978, hundreds of students from more than fifty countries, speaking over forty languages, have enriched the academic and social life of the school. The Limited English Proficient (LEP) students at Daniels come from a variety of backgrounds. Some are immigrants; others are refugees who have fled their homes in fear of persecution; some are from families who work at international companies and are here for a short period of time; and others have parents who are visiting faculty members at local universities. No matter what the background, every LEP student makes a distinct contribution to the tapestry of experiences and viewpoints represented at Daniels. LEP students receive instruction in English as a Second Language, English Language Arts, and may receive additional instruction in reading and math as available and needed. The goal of the program is to provide new students the fastest and best entry into the regular academic program while honoring and valuing the diverse backgrounds and strengths that new students bring. If you have questions, please contact our ESL coordinator/teacher.

### **ESL I:**

This is a beginning level English course for non-native English speakers. The focus of this course is to help students acquire conversational English, beginning content area oral language, and basic reading and writing skills as defined by the goals and objectives set forth in the North Carolina English Language Development Standard Course of Study. Lessons involve the acquisition of basic vocabulary and pronunciation, with an emphasis on early adjustment to the American educational system. Social survival situations are simulated and practiced as well.

## **ESL II:**

This course is recommended for students who score Novice High to Intermediate High on the reading section of the IPT. This is a course of intermediate English for limited English speakers. Instruction concentrates on the acquisition of spoken language skills, grammar, reading comprehension, and writing skills. American culture is often used for the content of reading selections and class discussions. Students are also made aware of global connections, both past and present, of the topics studied.

## **Advanced Language Support for Limited English Proficient students (ALS):**

This course is designed for LEP students receiving Transitional level language services. These students are not enrolled in either ESL I or ESL II and have completed these courses. This course will focus on the finer details of English language, specifically the academic language and skills needed for success in the regular classroom. Instruction will include support for higher levels of English language development, and guidance for organizing and completing projects and related tasks. Students in this course are typically in their final year of receiving direct LEP-based instruction. The focus of this class is developing advanced literacy skills using a variety of reading strategies. Students also focus on academic vocabulary and writing mechanics. Maximum class size should be less than 15.

## **Academically or Intellectually Gifted Program (AIG)**

At the Middle School level, screening and placement for the Academically or Intellectually Gifted program occurs as appropriate and on an individual basis. Teachers or parents may nominate students for the AIG Program during the screening window. Students may be identified for services in English Language Arts, Mathematics, or in both areas. Students in the Wake County Public School System are identified using a state-approved model that includes not only aptitude and achievement test scores, but also other indicators of giftedness such as classroom behaviors, performance, interest, and motivation. Students who meet the criteria for AIG services are identified according to their level of need (moderate, strong, or very strong) for services. Students who qualify for the AIG program are served through differentiation strategies designed to provide challenges and appropriate instruction in English Language Arts classes and/or in Mathematics courses. Upon entering 6<sup>th</sup> grade, Academically or Intellectually Gifted (AIG) students at Daniels Middle School have been placed in classes based upon teacher recommendation or parent request. This includes Language A (English Language Arts) and Math classes. We have regular and advanced English Language Arts available at Daniels Middle School at all three grade levels. The students who are identified as AIG in English Language Arts are in advanced sections; but upon teacher recommendation or parent request, we do have AIG identified students in the average English Language Arts as well. The AIG resource teacher at Daniels furnishes resources to teachers for use in their classrooms, helps them implement new strategies, conferences with low-achieving AG students, and ensures that the AIG student's needs are being met. The AIG resource teacher also "pushes in" to English Language Arts classes and "pulls out" students during SMART time to engage the AIG students in special projects. During the screening window, teachers and/or parents may nominate students for the AIG program. This can be either an initial (first time) nomination or a second area (student already identified in one area) nomination. If you have questions about our AIG program, please contact our AIG coordinator.

## **Special Education Services**

All Wake County Public School System Middle Schools provide services for students who require special education because of a disability. Federal and state laws govern eligibility for special education. Students who are suspected of having a disability are referred by their parents or school personnel for screening and evaluation. Following the evaluation, a team of qualified individuals determines where the student is eligible. A team, including the parent, develops for every eligible student an Individualized Educational Program (IEP), which identifies the student's strengths and weaknesses and sets annual goals and short-term objectives or benchmarks. The IEP also identifies the appropriate services and least restrictive placement which are required to meet the individual needs of the student. Wake County Public School System provides services for students according to the following continuum of alternative placements:

1. Regular: 80% or more of the day with non-disabled peers
2. Resource: 40% - 79% of the day with non-disabled peers
3. Separate: 39% or less of the day with non-disabled peers
4. Public Separate School
5. Private Separate School
6. Public Residential
7. Private Residential
8. Home/Hospital

Regular, Resource, and Separate placements on an academic curriculum are available in every Wake County Public School System Middle School. Placements in an adapted curriculum may require a student to be assigned to a school different from their base school.

At Daniels Magnet Middle School, we offer a variety of Special Education course options. Depending upon the IEP and the needs of the student, we help tailor a program of study that will meet the student’s requirements. Scheduling of individual course offerings and levels of Special Education courses are handled by our Special Education department and completed on a student-by-student basis. Please contact our Special Education Department Chair if you have questions.

## Testing

At the middle school level students will participate in a number of required state tests including:

Name of Assessment	Grade Level	When Administered	Purpose
NC End-Of-Grade Tests (EOG)	3rd - 8th	See Testing Calendars	Assesses mastery of grades 3-8 reading and mathematics based on the <i>Common Core Standards</i> . Students must also take the Science EOG at the end of Grade 8.
NC End-Of-Course Tests (EOC) / CTE Pre-Assessments and Post-Assessments	6th - 8th	See Testing Calendars	Assesses mastery of grades 6-12 courses in select content areas based on the <i>Common Core Standards</i> .
NC Final Exams	Varies	See Testing Calendars	For courses carrying high school credit that do not have an End of Course Test or CTE Post-assessment, the NC Final Exam assesses mastery of content knowledge for the course.

Middle school students also participate in formative and benchmark assessments. These are much shorter assessments that help teachers and school leaders to guide instruction based on how students are progressing with the concepts in the class. These assessments will not count as grades at any middle school in the district. However, schools may make assignments for remediation and enrichment based on the outcomes of these assessments that can count as a grade in the course.

### If you have any questions, please contact the following:

6<sup>th</sup> Grade Counselor: Chauncey Hatcher, [chatcher-ii@wcpss.net](mailto:chatcher-ii@wcpss.net), 919-881-4873

6<sup>th</sup> Grade Administrator: Emmy Domozych, [edomozych@wcpss.net](mailto:edomozych@wcpss.net), 919-881-4882

AG Coordinator: Carla Hassell, [chassell@wcpss.net](mailto:chassell@wcpss.net), 919-881-4881

Band Director: Audrey Yosai, [ayosai@wcpss.net](mailto:ayosai@wcpss.net)

Chorus Director: Diane Petteway, [dpetteway@wcpss.net](mailto:dpetteway@wcpss.net)

ESL Teacher: Mike Roche, [mroche@wcpss.net](mailto:mroche@wcpss.net)

Special Programs Co-Chair: Paige Douglass, [pdouglass@wcpss.net](mailto:pdouglass@wcpss.net)

Data Manager: Jocelyn Rossi, [jjoyner-rossi@wcpss.net](mailto:jjoyner-rossi@wcpss.net), 919-881-4884

Magnet Program Coordinator: Greg Morris, [gtmorris@wcpss.net](mailto:gtmorris@wcpss.net)

Principal: Elizabeth Battle, [ebattle@wcpss.net](mailto:ebattle@wcpss.net), 919-881-4860

For more information about extracurricular activities offered at Daniels, Please visit our webpage at <http://danielsms.wcpss.net> at Students – Student Activities.