

SEDGEFIELD MIDDLE SCHOOL

2700 Dorchester Place
Charlotte, NC 28209

ACADEMICS, ARTS, & ACTIVITIES INFORMATIONAL BOOKLET



ACADEMIC INFORMATION

General Information		
Sixth Grade	Seventh Grade	Eighth Grade
Required Courses:	Required Courses:	Required Courses:
Language Arts Mathematics Science Social Studies Physical Education/Health	Language Arts Mathematics Science Social Studies Physical Education/Health	Language Arts Mathematics Science Social Studies Physical Education/Health
Electives:	Electives:	Electives:
AVID Band Orchestra Art Dance Keyboarding and Basic Word Processing Exploring Personal Characteristics & Careers PLTW - Computer Science PLTW – Energy & the Environment Exploring Spanish	AVID Band Orchestra Spanish I Part A Spanish for Native Speakers I Part A Art Dance Exploring Business Procedures and Leadership Introduction to Office Productivity Exploring Careers and Employment Exploring Business and Entrepreneurship PLTW - Computer Science PLTW – Energy & the Environment	AVID Band Orchestra Spanish I Part B Spanish for Native Speakers I Part B Art Dance Exploring Business Procedures and Leadership Introduction to Office Productivity Exploring Careers and Employment Exploring Business and Entrepreneurship PLTW - Computer Science PLTW – App Creators

SPECIFIC COURSE INFORMATION

Students are placed into one of 4 levels for placement in Math and Language Arts: Foundations, Standard, Standard Plus, and Honors. Placement is determined by End of Grade (EOG) scale scores established by CMS, Spring MAP scores, previous semester report card grades, parent input, teacher recommendation and principal recommendation. Students who are identified as part of the Talent Development (TD) program receive support and services through each of their core classes. Teachers work directly with the Academic Facilitator and district specialists to help enrich and support TD students.

Students with Foundations Placement (Level 1 or 2 on the EOGs, possibly ELLs and EC students) are significantly below grade level and require extensive remediation and instructional modifications in order to increase performance with basic literacy and math skills.

Students with Standard Placement (Level 1 or 2 on the EOGs) are below grade level and require additional remediation in order to help build necessary skills in order to demonstrate growth and work towards proficiency in their core classes.

Students with Standard Plus Placement are at or slightly above grade level (Level 3 and Low Level 4 on the EOGs) and are provided additional enrichment to further enhance skills.

Students with Honors Placement are above grade level (High Level 4 or Level 5 on EOGs) and are provided additional enrichment and advanced tasks in order to further enhance their knowledge and skills.

The principal has the authority to determine student placement using additional factors and data points and to flexibly adjust placements during the course of the semester if it is determined to be in the best interest of the student.

For additional information on courses, please reference the [2018-2019 Middle School Planning Guide](#)

Language Arts Curriculum

All middle grade students will use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literacy purposes. They also explore the structure of language and study grammatical rules in order to speak and write effectively, including the effective use of sentence construction and editing writing for improvements. Student will be expected to interpret and synthesize information, critically analyze print and non-print texts, and interpret and evaluate a wide range of literary and informational texts. They also will be expected to develop an understanding of the foundations of an argument and expand argumentation to include the use of counterclaims. Students will also learn to recognize, express, elaborate, and support individual perspectives in response to personal, social, cultural, and historical issues.

Each grade level will have a specific emphasis. Sixth grade will emphasize personal expression. Seventh grade emphasizes argumentation and the emphasis in the eighth grade is placed on using information for a specific task.

In addition to each grade level's curriculum, students enrolled in the Honors courses will experience complex problem solving analysis and the use of reasoning and will continue to learn and reinforce advanced analytical and reasoning skills. Students will be expected to recognize, analyze, and solve problems and will encounter ever-increasing complex texts in order to use problem solving, analysis, and reasoning. Students will employ critical, creative, and problem solving skills by using interdisciplinary texts to generate complex products appropriate to their interests and talents. The content of these courses require that students be skilled readers and writers, ask penetrating questions, and work independently with challenging materials.

Math Curriculum

In Grade 6, instructional time will focus on five critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, including negative numbers; (3) writing, interpreting, and using expressions and equations with variables; (4) developing understanding of statistical thinking; and (5) relating the concepts of area, surface area, and volume in geometric figures. Students will engage in the conceptual understanding of these standards to develop procedural fluency using the course material provided.

HONORS MATH 6

The students enrolled in this course will be expected to complete Math I by the end of the 7th grade. In addition to the standards expected in Math 6, Honors Math 6 students will complete extensions to include computing with all rational numbers; solving ratios and proportions; solving equations and inequalities involving applications of area, surface area, and volume; and comparing data sets to analyze their center and spread. Students will engage in relevant and authentic problems around the standards and will also be expected to recognize potential problems, analyze errors, solve problems proficiently and use complex reasoning.

In Grade 7, instructional time will focus on five critical areas: (1) understanding, applying, and solving problems using proportional relationships; (2) developing understanding of numbers and how to operate with them in various representations, including decimals, fractions, percents, and negatives; (3) working with expressions and multi-step linear equations in algebraic and real-world scenarios; (4) interpreting geometric situations to solve problems involving area, circumference, surface area, and volume of 2- and 3-dimensional figures, including scale drawings; and (5) drawing inference about populations based on samples and comparing two data sets. Students

will engage in the conceptual understanding of these standards to develop procedural fluency using the course material provided.

HONORS MATH 7

Students enrolled in this course will have the opportunity to complete Math I by the end of 7th grade. The content of this course will include the study of concepts addressed in Math 7 and extending into Math 8 to ensure preparation for taking Math 1. In addition to the Math 7 standards, students will study rational and irrational numbers, linear relationships on the coordinate plane, geometric transformations, volume of more 3-dimensional figures, and frequency tables. Students will engage in relevant and authentic problems around the standards and will also be expected to recognize potential problems, analyze errors, solve problems proficiently and use complex reasoning.

In Grade 8, instructional time will focus on five critical areas: (1) formulating, solving, and reasoning with linear equations and systems of linear equations algebraically and in real-world contexts; (2) modeling the association in bivariate data with a linear equation; (3) grasping the concept of a function and using functions to describe qualitative and quantitative relationships; (4) analyzing 2- and 3-dimensional space and figures by measuring and/or comparing their lengths, distances, and angles, and determining how various geometric transformations affect their similarity and congruence; and (5) understanding and applying the Pythagorean Theorem in geometric and real-world scenarios. Students will engage in the conceptual understanding of these standards to develop procedural fluency using the course material provided.

NC MATH 1

This course is designed for students who have completed Honors Math 6 and for those students who meet established criteria and requirements for high school math credit in the middle school. Math 1 continues the study of linear functions and relationships. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of linear relations and use a variety of those representations to solve problems. Students will operate with polynomials and use algebraic representations of geometric relationships to solve problems. Quadratic and exponential functions will be introduced and studied. Students will use a variety of methods to solve problems using a system of linear relations. Data will be investigated using correlation and linear regression. Students will analyze errors, solve problems proficiently, and use complex reasoning throughout the course. High school math credit will be earned upon successful completion of the course. The grade earned will appear on the high school transcript but will not count in the high school GPA.

NC Math 2

This course is designed for students who have completed and received credit for Math 1. Math 2 continues the study of geometric concepts moving students quickly from an inductive approach to a deductive method of proof. Two- and three-dimensional reasoning skills will be emphasized, and students will broaden their use of the coordinate plane. Trigonometric relationships in the right triangle and unit circle will be explored and applied. Algebraic concepts will be readily applied throughout this course, especially in the areas of quadratic functions and root functions. High school math credit will be earned upon successful completion of the course.

Science Curriculum

The sixth grade course is an inquiry-based science class exploring the interrelationships of the life, earth, and physical sciences. Required content includes the study of waves and energy, physical and chemical changes, energy transfer and interactions of matter and energy, earth systems, earth structures and processes, energy flow in ecosystems and populations.

The seventh grade course is an inquiry-based science class exploring the interrelationships of the life, earth, and physical sciences. Required content includes the study of the interactions and limiting factors of natural and technological systems. Specifically, topics will include force and motion, the atmosphere, genetics/ heredity and human systems, characteristics of life, study of protists, and the interactions with our health.

The eighth grade science course is an inquiry-based science class, which explores the interrelationships of life, earth, and physical sciences. Emphasis is placed on the relationship between humans and the hydrosphere, chemistry and how it relates to our health, evidence of evolution in organisms and landforms, cell theory, biotechnology, microbiology and agents of disease. These students will take a North Carolina EOG test.

Social Studies Curriculum

The Middle School Social Studies curriculum standards are organized around five strands: history, geography and environmental literacy, economics and financial literacy, civics and governance and culture. Each course includes two types of essential standards – one that identifies the skills that students should master during the course of the year and another that identify the knowledge and understandings. The skills will be taught within the context of applying knowledge and understandings to each grade level's specific focus.

Students in sixth grade will continue to expand the knowledge, skills, and understandings acquired in the fourth and fifth grade studies of North Carolina and the United States by connecting those studies to their first formal look at a study of the world. Sixth graders will focus analysis on the emergence, expansion, and decline of civilizations and societies from the beginning of human existence to the Age of Exploration. Students will take a systematic look at the history and culture of various world regions including the development of economic, political and social systems through the lens of change and continuity. During this study, students will learn to recognize and interpret the "lessons of history," those transferable understandings that are supported throughout time by recurring themes and issues.

Students in seventh grade will continue to expand upon the knowledge, skills and understanding acquired in the sixth grade examination of early civilizations. Seventh graders study the world from the Age of Exploration to contemporary times in order to understand the implications of increased global interactions. This course will guide students through patterns of change and continuity with a focus on conflict and cooperation, economic development, population shifts, political thought and organization cultural values and beliefs and the impact of environment over time. Through an investigation of the various factors that shaped the development of societies and regions in the modern world and global interactions, students will examine both similarities and differences.

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. Although the major focus is state and national history, efforts should also be made to include a study of local history.

ELECTIVE INFORMATION

Students are provided the opportunity to take elective classes. Every student must take one semester of PE/Health each year in order to meet the state requirement.

In sixth grade, students have the option to take three semester electives (Art, Dance, Chorus, Exploring Spanish, Exploring Personal Characteristics and Careers, Keyboarding and Basic Word Processing or Project Lead the Way: Energy and the Environment) or one year-long elective [Band, Orchestra, or AVID] and one semester elective (from the previous mentioned list).

In seventh grade, students have the option to take three semester electives (Art, Dance, Chorus, Exploring Business Procedures and Leadership, Exploring Careers and Employment, Exploring Business and Entrepreneurship, Project Lead the Way: Computer Science, Energy and the Environment or Introduction to Office Productivity) or one year-long elective [Band, Orchestra, AVID, Spanish I Part A, or Spanish for Native Speakers I Part A,] and one semester elective (from the previous mentioned list).

In eighth grade, students have the option to take three semester electives (Art, Dance, Chorus, Project Lead the Way: Computer Science, APP Creators, Exploring Business Procedures and Leadership, Exploring Careers and Employment, Exploring Business and Entrepreneurship, or Introduction to Office Productivity) or one year-long elective (Band, Orchestra, AVID, Spanish I Part B, or Spanish for Native Speakers I Part B) and one semester elective (from the previous mentioned list).

PE/Health

The health education and physical education curriculum for is combined to meet the NC Healthful Living Essential Standards for each grade. These courses are taught in alternating nine week sections, one in health education and one in physical education. The Health Education standards include behavior and skill development in five strands, Mental/Emotional Health, Alcohol/Tobacco/Other Drugs, Nutrition/Physical Activity, Interpersonal Communication and Relationships (including RHASE) and Personal/Consumer Health. The Reproductive Health and Safety Education curriculum is part of our local curricula meeting state standards (House Bill 88). The Physical Education standards include skill and acquisition development in four strands, Motor Skills, Movement Concepts, Health Related Fitness and Personal/Social Responsibility.

AVID

Advancement Via Individual Determination – AVID is a college preparatory support program for students who have the desire and determination to go to a four-year college. Students in AVID build and refine their academic skills (focusing on Writing, Inquiry, Collaboration, Organization, and Reading—WICOR). Rigorous in-class tutorials assist students in increasing their achievement in academic classes. Motivational activities, guest speakers, and field trips further enhance the course.

World Language

In sixth grade, students are provided the opportunity to explore a world language through a semester-long exploratory course.

In addition, students have the opportunity to obtain one year of high school world language credit during middle school. Students must first take Spanish 1A in 7th grade and successfully complete the class as well as the end of year test to be recommended for Spanish 1B in 8th grade. Students will be required to complete an end of year test in Spanish in 8th grade. In order to obtain the high school world language credit, students must successfully complete Spanish 1A in 7th grade **AND** 1B in 8th grade.

Computer and Technology Education (CTE) Electives

Keyboarding and Basic Word Processing

This course is comprised of a series of instructional modules designed to provide project-based instruction in basic keying skills, computer concepts and software applications. The four modules covered are alpha keys, number/symbol keys, building speed and accuracy and basic business correspondences. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities.

Exploring Personal Characteristics and Careers

This course is comprised of two instructional modules designed to provide project-based instruction in self-awareness, understanding the world of work and the career planning process. The two modules covered explore how career choices are influenced by interests, attitudes, values, personalities, learning styles, and skills. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities.

Exploring Business Procedures and Leadership

This course is comprised of a series of instructional modules designed to provide project-based instruction in business procedures, employment and leadership. The three modules covered are appropriate business procedures, requirements for seeking, gaining, and maintaining employment, and leadership skills. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities.

Exploring Careers and Employment

This course is comprised of two instructional modules designed to provide project-based instruction in self-awareness, understanding the world of work and the career planning process. The two modules covered explore the world of work, employment success and job search techniques. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities.

Exploring Business and Entrepreneurship

This course is comprised of two instructional modules designed to provide project-based instruction to explore the nature of business in an international economy and the concept of entrepreneurship. The two modules covered are principles of business and concepts of entrepreneurship. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities.

Introduction to Office Productivity

This course is comprised of a series of instructional modules designed to provide project-based instruction in computer concepts and software applications. The four modules covered are advance word processing, spreadsheets - basic and formulas, and presentation basics and techniques. Students also participate in Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities.

Project Lead the Way

Students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. This course will empower students to develop computational thinking skills while building confidence that prepares them to advance to Computer Science Principles and Computer Science A.

Sixth grade students are eligible to take **Energy & the Environment**

Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They use what they have learned to design and model alternative energy sources, as well as evaluate options for reducing energy consumption.

Seventh & Eighth grade students are eligible to take **APP Creators & Computer Science**

Computer Science: Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

APP Creators: This unit will expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.

Arts Electives

Band

In sixth grade, this course provides beginning class instruction in playing a musical instrument. Level I performance standards for band are achieved. Band instruments may be leased or purchased from local music dealers. Students must start Band in 6th grade in order to move into 7th and 8th grade Band Classes.

The seventh grade course is a continuation of band experience with opportunities to expand to larger instruments such as bassoon, tuba, or timpani.

In eighth grade, this class will provide opportunities for performance and refinement of abilities to critically evaluate and analyze band performances.

Orchestra

This course in sixth grade provides beginning instruction in playing violin, viola, cello, or bass. Level I performance standards for orchestra are achieved. Orchestra instruments may be leased or purchased from local music dealers. Students must start Orchestra in 6th grade in order to move into 7th and 8th grade Orchestra Classes.

During seventh grade, students will have an opportunity to explore many styles and periods of literature for string orchestra. Instruction will follow the goals and objectives of the North Carolina Standard Course of Study for Music Education.

In eighth grade, students will have an opportunity to explore many styles and periods of literature for string orchestra. Instruction will follow the goals and objectives of the North Carolina Standard Course of Study for Music Education. This class will include opportunities for performance and refine their ability to critically evaluate and analyze orchestral performances.

Dance

In sixth grade, this course provides beginning instruction in dance as personal expression. Students learn to create compositions, learn performance values, use movement skills, analyze dance, and understand cultural, historical, and interdisciplinary connections with dance.

This course in seventh grade builds on individual skills, with an emphasis on student's personal expression through movement. Students create more complex compositions, develop performance values, increase complexity of movement skills, analyze dance, understand personal connections to dance and begin to study dance careers.

In eighth grade, this course builds on individual skills in dance, with an emphasis on technique and structure. Students use a variety of approaches to choreograph dances; integrate self-, peer- and teacher feedback to refine dance performances; understand the role of dance in North Carolina and the United States; and evaluate economic impact of choosing careers in dance.

Visual Arts

In sixth grade, this course builds upon student's individual skills in visual art. Students learn to communicate effectively using the language of visual arts, apply creative and critical thinking skills, and create art using a variety of processes. Students develop their understanding of the contextual relevancy of art, as well as well as life applications. Students learn how to respond to art with critical analysis.

This course in seventh grade allows students to develop their creative and critical thinking skills as they create original art based on experiences and observations in drawing, painting, printmaking, sculpture, and contemporary crafts. Students study geographic and historical impacts on art in many cultures. Analyzing careers and evaluating personal art based on a range of criteria is part of this course.

In eighth grade, students refine their application of the Elements of Art and Principles of Design to create personal art that communicates ideas through drawing, painting, printmaking, contemporary crafts and sculptural design. Students understand the role of art in the history of North Carolina and the United States. Comparisons are made between skills possessed by students and those needed in a variety of art careers. Students critique art based on criteria and can use convincing arguments to respond to art.

ACTIVITIES INFORMATION

National Junior Honor Society

The National Junior Honor Society is the nation's premier organization established to recognize outstanding middle level students. More than just an honor roll, NJHS serves to honor those students who have demonstrated excellence in the areas of scholarship, leadership, service, citizenship and character.

Math Counts

This activity is for students who have an affinity for mathematics and problem-solving. Students are exposed to various levels of problems in order to prepare for a district-wide competition.

Science Olympiad

Science of the Olympiad is a competition where a team of up to 18 students from a school competes in different events based on math and science applications. The program focuses on math and science being integrated authentically through an interdisciplinary approach.

Chess Club

Chess Club exists to allow children to learn and enjoy chess while experiencing healthy competition and team spirit. Chess is used to develop critical thinking, problem solving, decision-making, and competitive maturity.

FBLA

Future Business Leaders of America is a nonprofit educational association for middle school, high school, and collegiate students who are interested in learning more about the free enterprise system. FBLA is a nationally recognized club in the United States of America. The purpose of FBLA is to prepare members for careers in business and to assist them by becoming better employees and citizens. FBLA helps students develop leadership abilities, prepares them for entry into a business-related occupations, and offers a setting where members compete at regional, state and national levels in business and technology curriculum.

Girls Who Code

Girls Who Code aims to support and increase the number of women in [computer science](#). The organization is working to close the gender gap in technology and change the image of what a programmer looks like and does.

Honors Dance

Dance Club is an organization that allows its members to experience the wonder of dance and the joy of performing. Students are exposed to different styles of dance from ballet to theater, modern, hip hop, tap and jazz.

Yearbook

Yearbook is a class/after school club designed to introduce students to all areas of yearbook production and computer design. Students use technology to design a yearbook cover and create a theme for the year. They are responsible for the entire production of the book.

Tennis Club

The club allows kids to sample tennis through supervised play and interactive activities. This program is a great way for kids to be introduced to tennis in a safe, open-play setting at their school.

SNN Broadcast Team

The purpose of the SNN is to provide students with various exciting opportunities to use their communication skills. Members are students who possess experience or a desire to learn and practice effective communication techniques. They are selected in an application process. Students run the school announcements TV broadcast throughout the year and have other fun activities. Students participating in SNN commit to come into school at 8:45 AM when their team is producing the newscast.

Student Council

Student Council provides students opportunities to participate in student government. Its goals are to make school a comfortable place to be, to improve the community and help the needy, to raise money to do nice things for school, and to increase student leadership. Student Council consists of one representative from each home-base. Throughout the year Student Council will organize and sponsor various events and activities.

ATHLETIC INFORMATION

Students in 7th and 8th grade may participate in the CMS Middle School Athletic program. Students who participate must meet academic and attendance eligibility requirements.

ATHLETIC ELIGIBILITY REQUIREMENTS

Only students in grades 7-12 may participate in interscholastic athletic competition (State Board of Education Regulation). No student may be eligible to participate at the middle school level for a period lasting longer than four (4) consecutive semesters beginning with the student's entry into the seventh grade. The principal shall have evidence of the date of each player's entry into the seventh grade and monitor the four (4) consecutive semesters. In order to qualify for public school participation, a student must meet the following requirements, but is not limited to the following requirements:

7th GRADE

- A student who is promoted from the sixth grade to the seventh grade automatically meets the requirements for the first semester
- Must have earned a 2.0 GPA from previous semester (beginning second semester)
- Must have passed a minimum load of work during the previous semester (beginning second semester)
- Must be currently enrolled in at least one-half of the minimum academic course load
- Must be in attendance at school that day for at least one-half of the instructional day
- Must have 85 percent attendance (beginning second semester)
- May participate only at the school where he/she is enrolled
- Shall not participate if he/she becomes 15 years of age on or before August 31 of said school year

8th GRADE

- Must have earned a 2.0 GPA from previous semester
- Must have passed a minimum load of work during the previous semester
- Must be currently enrolled in at least one-half of the minimum academic course load
- Must be in attendance at school that day for at least one-half of the instructional day
- Must have 85 percent attendance from previous semester
- May participate only at the school where he/she is enrolled
- Shall not participate if he/she becomes 15 years of age on or before August 31 of said school year

FALL SPORTS

Football
Golf
Girls' Softball
Spirit Leaders
Volleyball

WINTER SPORTS

Boys' Basketball
Girls' Basketball
Spirit Leaders

SPRING SPORTS

Baseball
Boys' Soccer
Girls' Soccer
Track and Field – Boys and Girl