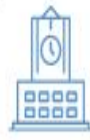


MIDDLE SCHOOL COURSE REGISTRATION GUIDE 2024-2025



**EDUCATING STUDENTS FOR A
SUCCESSFUL FUTURE**



EXCELLING IN EDUCATION



**PREPARING STUDENTS TO BE
GLOBALLY COMPETITIVE LEADERS
AND RESPONSIBLE CITIZENS**

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Superintendent
 Barry D. Collins, Ed.D.

Dear Parents and Students:

The middle school experience represents a time of exciting learning opportunities for our adolescent students. In OCS, a strong core curriculum, coupled with a wide variety of elective offerings, extra-curricular activities and co-curricular activities, make the instructional format for grades 6-8 productive and meaningful for the global society in which our students must live and learn. Through the efforts of caring and qualified professional staff, it is our goal for all middle school students to be successful and well-prepared for high school.

With a commitment from all stakeholders, our desired outcome is for this to be a wonderful time of life, characterized by high energy and engaging learning opportunities every day. With that thought in mind, we welcome our students and parents to a safe and inviting school climate conducive to success for all.

The OCS Middle School Course Selection Guide has been developed to help families navigate the transition from elementary to middle school and prepare for future educational success. Parents and students will have access to the most up-to-date and accurate information regarding OCS middle grade courses and activities. This will allow middle school staff and families to work together in selecting courses which will help students reach their educational and personal goals.

We wish each parent and student much success during the 2024-2025 school year.

Sincerely,

Barry D. Collins, Ed.D.
 Superintendent, Onslow County Schools

[Dixon Middle School](#)

Principal – Heather Findeisen
Assistant Principals– Victoria Campos &
Shaun Edwards
118 Ridgefield Ave
Sneads Ferry, NC 28460
(910) 347-2738

[Hunters Creek Middle School](#)

Principal – Christine Andre
Assistant Principals– Tara Burgess &
Michelle Napier
4040 Hunters Trail
Jacksonville, NC 28546
(910) 353-2147

[Jacksonville Commons Middle School](#)

Principal – Deborah Hoffman
Assistant Principals– Amy Evans &
Francisca Gray
315 Commons Drive South
Jacksonville, NC 28546
(910) 346-6888

[New Bridge Middle School](#)

Principal –Michelle Padgett
Assistant Principal– Amy Garrett
401 New Bridge Street
Jacksonville, NC 28540
(910) 346-5144

[Northwoods Park Middle School](#)

Principal – Shanta Cooks
Assistant Principal –Melissa
Bourgeois
904 Sioux Drive
Jacksonville, NC 28540
(910) 347-1202

[Onslow Virtual Secondary School](#)

Principal- Carla Bradshaw
Assistant Principal- Lynn Jackson
200 Broadhurst Road
Jacksonville, NC 28540
(910) 989-2013

[Southwest Middle School](#)

Principal – Amanda West
Assistant Principal – Hannah Hill
3000 Furia Drive
Jacksonville, NC 28540
(910) 455-1105

[Swansboro Middle School](#)

Principal –Page Highsmith
Assistant Principals –
Gary Cassidy & Jaime Bright
1240 W. Corbett Avenue
Swansboro, NC 28584
(910) 326-3601

[Trexler Middle School](#)

Principal – Willie Jarman
Assistant Principals – Atressa Mercado
& Molly Walsh
112 E. Foy Street
Richlands, NC 28574
(910) 324-4414

The Successful Middle School

This We Believe

Essential Attributes AMLE affirms that an education for young adolescents must be:

Responsive: Using the distinctive nature and identities of young adolescents as the foundation upon which all decisions about school are made.

Challenging: Cultivating high expectations and advancing learning for every member of the school community.

Empowering: Facilitating environments in which students take responsibility for their own learning and contribute positively to the world around them.

Equitable: Providing socially just learning opportunities and environments for every student.

Engaging: Fostering a learning atmosphere that is relevant, participatory, and motivating for all learners.

Successful Middle Schools Display the Following Characteristics

Culture and Community

- Educators respect and value young adolescents.
- The school environment is welcoming, inclusive, and affirming for all.
- Every student's academic and personal development is guided by an adult advocate. School safety is addressed proactively, justly, and thoughtfully.
- Comprehensive counseling and support services meet the needs of young adolescents.
- The school engages families as valued partners.
- The school collaborates with community and business partners.

Curriculum, Instruction, and Assessment

- Educators are specifically prepared to teach young adolescents and possess a depth of understanding in the content areas they teach.
- Curriculum is challenging, exploratory, integrative, and diverse.
- Health, wellness, and social-emotional competence are supported in curricula, school-wide programs, and related policies.
- Instruction fosters learning that is active, purposeful, and democratic. Varied and ongoing assessments advance learning as well as measure it.

Leadership and Organization

- A shared vision developed by all stakeholders guides every decision.
- Policies and practices are student-centered, unbiased, and fairly implemented.
- Leaders are committed to and knowledgeable about young adolescents, equitable practices, and educational research.
- Leaders demonstrate courage and collaboration.
- Professional learning for all staff is relevant, long term, and job embedded.
- Organizational structures foster purposeful learning and meaningful relationships.

Copied from *The Successful Middle School: This We Believe*, published by the Association for Middle Level Education



About this Course Book

This course description handbook is a tool to help you select courses for next year. Each student will be assigned required courses in all core areas: Language Arts, Mathematics, Science, Social Studies and Healthful Living. In addition to these assigned courses, students also have the opportunity to select from a variety of elective courses described in this handbook. In considering elective courses, students must balance exploration in a variety of areas with consideration of their future course of study in high school. Decisions regarding elective offerings are best made through collaboration by students, parents and school staff. Please note that some elective courses described in this handbook may not actually be scheduled due to low enrollment or staffing changes. Students should choose alternative courses carefully in case preferred courses are not available.

Grading System

Grading Scale

Letter grades are assigned using a 10-point scale.

A	=90 – 100
B	=80 – 89
C	=70 – 79
D	=60 – 69
F	=59 and below
I	=Incomplete

Performance on the End of Course test will count 25% of the final grade for students enrolled in NC Math 1. OCS does not permit teacher-made final exams to be administered at middle schools.

Report Cards

Report cards are issued within a week following the end of each grading period. Interim reports are issued to all students two times per nine-week grading period. Grade information is also available to parents through PowerSchool using the Parent Portal. Parents should contact their child's school to acquire access to the Parent Portal.

Promotion Requirements

The board recognizes the importance of setting requirements in order to help ensure that all students will graduate from a rigorous, relevant, academic program that equips them with the knowledge, skills, and dispositions necessary to succeed in both post-secondary education and 21st Century careers and to be participating, engaged citizens. Academic rigor and relevance are based on established expectations that ensure that all students develop the capacity to master content that is complex and challenging.

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio, or anthology of the student's work, and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in [G.S. 115C-83.6](#) *et seq.* and State Board of Education Policies [KNEC-002](#) and [-003](#).

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to address the needs of students who are not making adequate academic progress as required by policy [3405](#), Students at Risk of Academic Failure.

Programs for Exceptional Students

Exceptional students are students who have been determined eligible for services under IDEA in at least one of 14 areas of disability. A multidisciplinary team develops and monitors an Individual Education Plan (IEP) for identified students that provides for accommodations, modification, and services that ensure identified students have access to the general curriculum and make progress in targeted goal areas. Onslow County Schools is committed to ensuring that a continuum of placements is available to meet each individual student's need.

Section 504

Students eligible under Section 504 are entitled to supports and services which are delivered through a 504 plan. A student may be entitled to support under Section 504 of the Rehabilitation Act of 1973 if he/she has:

- a physical or mental impairment which substantially limits one or major life activities (i.e., seeing, walking, breathing, learning etc.)
- a record of impairment
- or, is regarded as having an impairment.

For more information on Section 504, please contact your school counselor.

Multilingual Learner Program

The Multilingual Learner (ML) Program helps ensure that *“students identified as limited English proficient (LEP) attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all students are expected to meet.”* (No Child Left Behind Act of 2001). ESL services are available to any student who is enrolled in an Onslow County school (grades K-12) and who has been assessed and identified as limited English proficient.

Instruction for Gifted Students

Students are often identified as Academically or Intellectually Gifted (AIG) during the elementary school years. Screening, testing, and gifted identification can, however, be requested throughout middle and high school. Curricula for the highest ability students follows the NC Standard Course of Study and a variety of differentiation techniques are utilized to meet the needs of gifted students. Gifted students receive guidance in alignment with the courses that will best meet their area of giftedness as well as their interests.

Each gifted student has plan for services which is referred to as the Academic Blueprint. The Academic Blueprints to be updated annually with the input of teachers, parents, and the student.

Advanced classes are one form of differentiation. Gifted children are encouraged to take classes that will challenge their academic potential as well as allow them to explore areas of interest or passion. Students are encouraged to select challenging Career and Technical Education (CTE) classes.

Typically, each middle school has a gifted specialist on campus two or three days a week. The gifted specialist is available to meet with students, teachers, and parents. At times, the gifted specialist may offer specialized programming such as chess, robotics, or topics of interest to middle school students.

Additionally, gifted specialists and school counselors provide services and counseling which specifically address the social and emotional needs of gifted children.

At the middle school level, enrichment opportunities can also be a way to reach the needs of gifted students. AIG students are encouraged to apply to participate in Odyssey of the Mind, Science and Engineering Fair, Battle of the Books, and a variety of other opportunities. It is the belief of Onslow County Schools that gifted students are gifted all day, every day and therefore instruction must be modified with each course to challenge gifted students. For more information about the Academically or Intellectually Gifted program, please contact Michael Elder at (910) 455-2211 ext. 71271 or michael.elder@onslowk12.nc.us.

Programs

Academic Support

Each middle school offers a number of academic support courses to assist students in meeting a challenging curriculum. A school-based screening process may be required to determine appropriate placement in these courses. Teacher recommendation based on End-of-Grade (EOG) scores and/or grades may also be considered. Some courses may focus on basic organization, time management and test-taking skills.

Advanced Mathematics

NC House Bill 986 requires local board of education to provide advanced mathematics courses for grades 3 and higher and to enroll students, who score a Level 5 on Math EOGs and EOCs, in the next advanced mathematics course. All 8 of the middle schools and the Onslow Virtual Secondary School will offer advanced math for qualifying students in 6th and 7th grades and Math 1 for qualifying students in 8th grade. More information can be accessed using the link [Advanced Math](#).

Advancement Via Individual Determination (AVID)

AVID, a college readiness system available for secondary and higher education, is designed to be a school-wide transformational effort focused on instruction, systems, leadership, and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. AVID - trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the expectation and opportunity gaps many students face and prepares all students for success in a global society.

AVID in secondary (middle and high) schools impacts the entire school system by transforming the instruction, systems, leadership, and culture of a school. The core of AVID at the high school and middle school level is the AVID Elective class, where students are enrolled in a school's most rigorous classes and receive support in the AVID Elective class - taught within the school day by a trained AVID teacher. The goal of AVID at the secondary level is to ensure college readiness for ALL AVID Elective students and improved academic performance for all students based on increased opportunities. AVID Elective teachers provide academic training, manage tutorials, work with faculty and parents, and help students develop long-range academic and personal plans.

Improving students' critical thinking, reading, and writing abilities allows them to participate and succeed in courses of high rigor and better prepares them for postsecondary access and success. Building cultures of college and career readiness and confidence in the ability of all students to achieve their dreams creates a momentum to achieve academically. AVID closes the expectation and opportunity gaps that students face, and in doing so, transforms lives, transforms school campuses across the district, and transforms communities.

Credit by Demonstrated Mastery

In Onslow County Schools, Credit by Demonstrated Mastery (CDM) allows students to show deep understanding of content and processes in most high school courses. CDM is for students who have mastery over all or the vast majority of course content prior to receiving instruction. This understanding will be shown through a multi-phase process that will include an examination and a product. Student work on each element will be assessed to determine if it reaches the level necessary to receive course credit. Students who demonstrate mastery will receive course credit, but not grade points. Students may only attempt CDM for a course one time. CDM should be completed at least one semester in advance of any schedule changes. Students and families should carefully consider the long-term scheduling implications when considering CDM. High school courses offered at the middle school level can also be considered for CDM. Students and families interested in CDM should contact their school counselor.

For more information regarding CDM in Onslow County please visit the county website at www.onslow.k12.nc.us or contact Michael Elder at (910) 455-2211 ext. 71271 or michael.elder@onslow.k12.nc.us

NC Virtual Public Schools (NCVPS)

NCVPS Middle School Courses

NCVPS offers a number of opportunities for middle school students. We have middle school courses designed specifically for the middle school experience.

The middle school courses are designed for middle school students, have the appropriate rigor for middle- grade students, and are taught by North Carolina certified, highly qualified middle-school teachers. A list of middle school options can be accessed using the link below.

[NCVPS COURSE CATALOG](#)

Middle school students may be eligible to take an NCVPS high school course during the regular instructional year if the course is required to provide students with academic challenge and rigor. The course must not be offered at the student's school, and the principal must give prior approval.

Keep in mind that these are high school courses with high-school level content taught by high school teachers. Not all middle school students will be prepared to take these courses. The courses move at a rapid pace, and the course instructors have high-school expectations for all students in the course. It is recommended that schools enroll middle school students into the yearlong version of these courses whenever possible.

Course credit for middle school students taking high school courses: State Board of Education (SBE) policy GCS-M-001 allows middle school students (6th, 7th and 8th grade) to take high school courses, either face-to-face or via NC Virtual Public School (VPS), and receive credit toward high school graduation requirements, while using only courses taken in high school to calculate the high school Grade Point Average (GPA).

Grades earned by students while in middle school shall not be included in the students' high school GPA calculation under any circumstances, regardless of how many high school courses a student takes in middle school. Students may use the space created in their high school schedule for other purposes, including taking other more advanced high school courses, or to complete college coursework through Career & College Promise.

Students also are permitted to graduate early based upon credits earned in accordance with this policy. Early graduation decisions should be made through consultation among parents, students, and principals.

Middle School students are not permitted to take any CTE courses with NCVPS. A list of high school courses available to middle school students for high school credit can be accessed using the link below.

[NCVPS COURSE CATALOG](#)

High School Credit in Middle School – Frequently Asked Questions

North Carolina State Board of Education policy allows students in middle school to take high school credit-bearing classes. Course availability is determined by the principal at each middle school, based on scheduling and teacher licensure.

What high school credit courses can I take in middle school?

There are a number of courses that middle schoolers can take to earn high school credit, which are offered at our middle schools are determined by scheduling and teacher licensure. The courses that have been offered include the following: English I, NC Math I, NC Math II, Earth and Environmental Science, World History, Spanish and French. Other courses are available for students to take through the North Carolina Virtual Public School (NCVPS) program. For more information on this program, please see your school Guidance Counselor.

Can I withdraw from a high school credit class in middle school?

Yes, but only within the first 20 school days of a year-long course and within the first 10 school days of a semester-long course.

Will I get high school credit for taking a high school class in middle school?

Yes, high school courses taken in middle school count towards high school graduation credit requirements if you receive a passing grade in the class and on the EOC (if applicable). The final grade does not transfer to your high school transcript, only the course credit does, showing that you successfully completed the course in middle school.

Is credit the same as GPA?

No, course credit means that you have successfully completed a course and the credit counts towards high school graduation requirements. GPA stands for Grade Point Average and is calculated based on the final course grade you earn for each class. GPA is not calculated for middle school courses. High school courses taken in middle school are not factored into your GPA for high school.

Is a high school course taken in middle school an honors course?

No, high school courses taught in middle school are taught at a high school level, but this does not mean they are taught on an honors level.

How can I sign up for a high school course in middle school?

Each middle school has a specific registration process that includes criteria for taking high school courses. The final decision is made by the principal at each school. Students wishing to take high school courses are expected to be able to handle more rigorous coursework, which is demonstrated by mastery of middle school level work.

Can I take a foreign language other than Spanish?

You may enroll in another language that is available through the NCVPS system, with the approval of the school's administration.

Core Courses

All students will be assigned to language arts, math, science, social studies and healthful living courses.

English Language Arts Grade 6- All Middle Schools

Course length: Year

Following the NC Standard Course of Study (NCSCOS) for English Language Arts, sixth graders develop skills in reading, writing, speaking and listening, and language through experience with print and digital resources. Students read a wide range of text, varying in levels of sophistication and purpose. Through print and non- print text, they develop comprehension strategies, vocabulary, as well as high order thinking skills. The course includes a wide variety of text types: fiction, drama, poetry, and informational text such as memoirs, articles, and essays. Students will learn to apply skills such as citing evidence, determining theme, and analyzing how parts of the text affect the whole. Writing skills, such as the ability to plan, revise, edit, and publish, develop as students practice skills of specific writing types such as arguments, informative/explanatory texts, and narratives. Sixth graders work to develop skills of flexible communication and collaboration as they learn to work together, express and listen carefully to ideas, integrate information and use media and visual displays to help communicate ideas. Students learn language conventions and vocabulary to help them understand and analyze words and phrases, relationships among words, and shades of meaning that affect the text they read, write, and hear. Students are encouraged to engage in daily independent reading to practice their skills and pursue their interests. Students must take the End-of-Grade test.

Math Grade 6- All Middle Schools

Course length: Year

Instruction and learning in Math 6 focuses on the following course content: (1) Ratios and ratio reasoning; (2) Fraction fluency; (3) Using and applying rational numbers; (4) Reasoning with expressions and equations; (5) Area of triangles and quadrilaterals; (6) Surface area and volume of prisms and pyramids; (7) Statistical questions and univariate numerical data. Students must take the Grade 6 End-of-Grade test.

Advanced Math 6- All Middle Schools

Course length: Year

In addition to the course content described for study in Math 6, this course contains content from seventh grade math: Solve real-world and mathematical problems involving area and surface area; Analyze proportional relationships and use them to solve real-world and mathematical problems. To enroll in Advanced Math 6, students should possess the knowledge, skills, and dispositions to be successful in a course that requires a faster pace of learning. Students must take the Grade 6 End-of-Grade test.

Science Grade 6- All Middle Schools

Course length: Year

Instruction and learning in Science Grade 6 focuses on the following course content: (1) Understanding the earth/moon/sun system, and the properties, structures, and predictable motions of celestial bodies in the Universe; (2) Understanding the structure of Earth and how interactions of constructive and destructive forces have resulted in changes in the surface of Earth over time and the effects of the lithosphere on humans; (3) Understanding the structures, processes and behaviors of plants that enable them to survive and reproduce; (4) Understanding the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment; (5) Understanding the properties of waves and the wavelike property of energy in earthquakes, light, and sound waves; (6) Understand the structure, classifications, and physical properties of matter; (7) Understanding characteristics of energy transfer and interactions of matter and energy.

Social Studies 6- Integrated World Studies 1: Development of Civilizations- All Middle Schools

Course length: Year

The standards and objectives in the 6th grade course, World Studies I, will allow students to extend the foundational skills, concepts, processes, and knowledge gained in grades K-5 and prepare students to be college, career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills. Students will focus on the emergence, expansion, and decline of civilizations from the Paleolithic Era to 1400 CE. They will understand key factors that shaped the development of civilizations.

Health and Physical Education Grade 6- All Middle Schools

Note: Required for all students

Healthful Living for all middle school students consists of 18 weeks of Physical Education and nine weeks of Health Education. Sixth grade health is designed to help students gain the skills and information they need to successfully navigate the challenges of middle school. The substance abuse prevention curriculum, puberty education, prevention of violence and sexual violence, mental health, and nutrition education are taught in an interactive and sensitive manner. Emphasis is placed in creating healthy lifestyles through good nutritional practices and daily physical activity. Physical Education emphasizes individual fitness and physical activity.

ENRICHMENT CLASSES

AVID—Advancement Via Individual Determination 6- Dixon, Jacksonville Commons, Southwest

Prerequisite: Interview and selection

Course length: Year

AVID focuses on the preparation, strategies and support necessary to enter and succeed in rigorous high school courses and be college ready. Students must apply to enroll. Please contact the AVID teacher or counselor. Students begin college planning and career exploration.

Arts Education

Band Grade 6- All Middle Schools

Note: Students must enter on their registration form the name of the instrument (example: flute) or type of instrument (example: woodwind) that they would like to play.

Course length: Year

This course is for any student who wants to learn to play a musical instrument. Beginning Band teaches the student to read notes and rhythms and to understand musical terminology. Classes are divided into two groups: brasses such as the trumpet, trombone, tuba, and horn; and woodwinds such as the clarinet and flute. Students who wish to begin percussion instruments (drums) are mixed into both groups. There are limited positions available for the more popular instruments. Because this is a performance class, students are required to play in the scheduled evening concerts. Note for all band courses: It is suggested that students purchase instruments. Assistance is provided for students needing help.

Chorus Grade 6- All Middle Schools

Note: Students may take a full year of chorus by signing up for two semesters. Students must indicate this on their course selection sheet.

Course length: Semester or Year

Chorus is a performance-based class. Middle school chorus students learn the principles of correct, healthy singing. Skills in music reading and singing in two, three or four parts are emphasized. Students learn and perform music from a wide variety of cultures and traditions. Participation in concert performances outside and during regular class hours is required. Students are placed into appropriate classes according to grade, vocal range and skill level.

General Music 6- Hunters Creek, Jacksonville Commons, Northwoods Park, OVSS, Southwest & Trexler

Course Length: Semester or Year

Students are introduced to the skills necessary for singing and playing music with accuracy and expression while interpreting the sound and symbols of music. Through the study of various genres and cultures students will analyze, evaluate, and understand the music and concepts from other areas.

Orchestra Grade 6- All Middle Schools

Course length: Year

Orchestra 6 is a course open to all students who are interested in learning to play a string instrument- violin, viola, cello, or double bass. No musical experience is necessary to take this course. Students learn note reading as well as other music fundamentals as they learn to play their instrument. Concepts learned during the year prepare students to continue in seventh and eighth grade orchestra. Home practice is assigned and expected, and students perform in at least two concerts per year. Students are expected to provide their own instrument. If unable to do so, assistance is available.

Piano Grade 6- Swansboro & Southwest

Course length: Semester

Piano students will explore the many facets of music through the daily practice of the piano. Students will explore music genre and style, music history, and the foundations of music principals. Students will be assigned music based on their individual level of achievement, while learning about music theory and skills as a whole group. Piano practice time will be imbedded into every class period. Group recital performance may take place during the school day to highlight student music achievement. Piano students will learn proper technique and performance etiquette.

Visual Arts Grade 6- All Middle Schools

Course length: Semester

Students explore a variety of materials to create both two-dimensional and three-dimensional works of art. Creative problem-solving is emphasized as students use the elements and principles of design to improve their skills.

World Languages

Exploratory Language Spanish Grade 6- Dixon, Jacksonville Commons, Southwest, & Swansboro

Course length: Semester

Students begin their introduction to Spanish and fundamental building blocks in key areas of foreign language study: listening, comprehension, speaking, reading, writing and viewing. Students master common vocabulary terms and phrases comprehend a wide range of grammar patterns; initiate and continue simple conversations and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns.

Core Courses

All students will be assigned to language arts, math, science, social studies, and physical education courses.

English Language Arts Grade 7- All Middle Schools

Course length: Year

Following the NC Standard Course of Study (NCSCOS) for English Language Arts, seventh graders develop skills in reading, writing, speaking and listening, and language through experience with print and digital resources. Students read a wide range of text, varying in levels of sophistication and purpose. Through print and non- print text, they increase comprehension strategies, vocabulary, and high order thinking skills. The course includes a wide variety of text types: fiction, drama, poetry, and informational text such as memoirs, articles, and essays. Students will apply skills such as citing textual evidence, analyzing point of view, and examining how parts of the text affect the whole. Students also learn about the writing-reading connection by drawing upon and writing about evidence from literary and informational texts. Writing skills, such as the ability to plan, revise, edit, and publish, develop as students practice skills of specific writing types such as arguments, informative/explanatory texts, and narratives. Seventh graders hone skills of flexible communication and collaboration as they learn to work together, express and listen carefully to ideas, integrate information, and use media and visual displays to help communicate ideas. Students learn language conventions and vocabulary to help them understand and analyze words and phrases, relationships among words, and nuances that affect the text they read, write, and hear. Students are encouraged to engage in daily independent reading to practice their skills and pursue their interests. Students must take the End-of-Grade test.

Math Grade 7- All Middle Schools

Course length: Year

Instruction and learning in Math 7 focuses on the following course content: (1) Rates, ratios, and proportional relationships; (2) Fluency with rational numbers; (3) Problem solving with expressions, equations, and inequalities; (4) Area and perimeter of polygons; (5) Geometric properties of triangles and angles; (6) Comparing distributions of one-variable data; (7) Probability. Students must take the Grade 7 End-of-Grade Test.

Advanced Math 7- All Middle Schools

Prerequisite: Successful completion of Advanced Math 6

Course length: Year

In addition to the course content described for study in Math 7, this course contains content from eighth grade math: Know that there are numbers that are not rational and approximate them by rational numbers; Understand congruence and similarity using physical models, transparencies, or geometry software. To enroll in Advanced Math 7, students should possess the knowledge, skills, and dispositions to be successful in a course that requires a faster pace of learning. Students must take the Grade 7 End-of-Grade test.

Science Grade 7- All Middle Schools

Course length: Year

Instruction and learning in Science Grade 7 focuses on the following course content: (1) Understanding how the cycling of matter (water and gases) in and out of the atmosphere relates to Earth's atmosphere, weather and climate and the effects of the atmosphere on humans; (2) Understanding the processes, structures and functions of living organisms that enable them to survive, reproduce and carry out the basic functions of life; (3) Understanding the relationship of the mechanisms of cellular reproduction, patterns

of inheritance and external factors to potential variation among offspring; (4) Understanding motion, the effects of forces on motion and the graphical representations of motion; (5) Understanding forms of energy, energy transfer and transformation, and conservation in mechanical systems. Students must take the NC Final Exam.

Social Studies 7- Integrated World Studies II: Modern Era- All Middle Schools

Course length: Year

World Studies II will continue to expand upon the knowledge, skills, and enduring understandings acquired in the sixth-grade examination of the emergence, expansion, and decline of civilizations by beginning at 1400 CE and moving into the globalized network of nations in the modern world. Modern world is defined by a time in which societies and regions witnessed the birth of the following developments: greater awareness of other cultures; creation of a global economy; rise of powerful nation-states; major technological advancements; and deepening reliance on science.

Health and Physical Education Grade 7- All Middle Schools

Note: Required for all students

Healthful Living for all middle school students consists of 18 weeks of Physical Education and nine weeks of Health Education. Sixth grade health is designed to help students gain the skills and information they need to successfully navigate the challenges of middle school. The substance abuse prevention curriculum, puberty education, prevention of violence and sexual violence, mental health, and nutrition education are taught in an interactive and sensitive manner. Emphasis is placed in creating healthy lifestyles through good nutritional practices and daily physical activity. Physical Education emphasizes individual fitness and physical activity.

Enrichment Classes

AVID—Advancement Via Individual Determination 7- Dixon, Jacksonville Commons, Northwoods Park, Southwest, Swansboro, & Trexler

Prerequisite: Interview and selection Course length: Year

AVID focuses on the preparation, strategies and support necessary to enter and succeed in rigorous high school courses and be college ready. Students must apply to enroll. Please contact the AVID teacher or counselor. Students begin college planning and career exploration.

Arts Education

Band Grade 7- All Middle Schools

Course length: Year

This class is designed for students with previous playing experience (one year of public-school band or private lessons). Students continue ensemble (group) playing and skill development and develop a greater understanding of the theory and history behind music. Students are required to participate in scheduled performances. Band 7 students are also eligible to audition for All-District Band. Band 7 is a prerequisite for Band 8.

Note for all band courses: It is suggested that students purchase instruments. Assistance is provided for students needing help.

Chorus Grade 7- All Middle Schools

Course length: Semester or Year

Chorus is a performance-based class. Middle school chorus students learn the principles of correct, healthy singing. Skills in music reading and singing in two, three or four parts are emphasized. Students learn and perform music from a wide variety of cultures and traditions. Participation in concert performances outside and during regular class hours is required. Students are placed into appropriate classes according to grade, vocal range and skill level.

Note: Students may take a full year of chorus by signing up for two semesters. Students must indicate this on their course selection sheet.

General Music 7- Hunters Creek, Jacksonville Commons, Northwoods, OVSS, & Trexler

Course Length: Semester or Year

Students are introduced to the skills necessary for singing and playing music with accuracy and expression while interpreting the sound and symbols of music. Through the study of various genres and cultures students will analyze, evaluate and understand the music and concepts from other areas.

Guitar Grade 7- Southwest, & Trexler

Course length: Semester

Students in guitar class will learn the basics of holding, plucking, and strumming both notes and chords in a rhythmic and musical manner. Students will also demonstrate knowledge of both Western standard notation as well as tablature. More advanced students (second years) will expand on these topics and prepare for a high school guitar class that may include jazz band to classical style guitar. Students will learn in class as no school-owned instruments will be allowed to take home (unless personal instruments are brought this is due to bus policy). Guitar will expand upon a student's string pedagogy and help the student become a basic performer in the span of a semester (or two if they take it two years in a row).

Orchestra Grade 7- Dixon, Hunters Creek, Jacksonville Commons, New Bridge Middle, Northwoods Park, Southwest, Swansboro, & Trexler

Prerequisite: Previous string experience

Course length: Year

Orchestra 7 and 8 is a course designed for students who have had previous experience playing the violin, viola, cello and double bass. Students develop more advanced skills on their instruments as well as continuing to increase their knowledge of music fundamentals. Students perform as an ensemble at evening concerts at least twice during the year. There are also opportunities for special performances at the state level and other field trips. This is an elective for students who enjoy music and being part of a focused musical group. Students are expected to provide their own instrument. If unable to do so, assistance is available.

Piano Grade 7- Swansboro, Southwest, & Trexler

Course length: Semester

Piano students will explore the many facets of music through the daily practice of the piano. Students will explore music genre and style, music history, and the foundations of music principals. Students will be assigned music based on their individual level of achievement, while learning about music theory and skills as a whole group. Piano practice time will be imbedded into every class period. Group recital performance may take place during the school day to highlight student music achievement. Piano students will learn proper technique and performance etiquette.

Visual Arts Grade 7- All Middle Schools

Course length: Semester

In this course, students improve their drawing and painting skills and explore the world of graphic art as well. Working from both imagination and observation, students solve creative problems, communicate original ideas, practice skills and learn new techniques with a variety of art materials. Students investigate history, artists and common themes found in art throughout the world.

Advanced Visual Arts Grade 7- Trexler

Course length: year-long

In this class, students will continue to advance their artistic skills through more advanced projects. Techniques and understanding of shading, drawing in two-point perspective, color theory and color mixing, drawing from observation, and more will be explored. Students will implement a wide variety of materials and art mediums. This class is offered by teacher recommendation only and is not intended for beginning art students.

World Languages

Exploratory Language Spanish Grade 7- Dixon, Jacksonville Commons, Southwest, Swansboro

Course Length: Semester

Students begin their introduction to Spanish and fundamental building blocks in key areas of foreign language study: listening, comprehension, speaking, reading, writing and viewing. Students master common vocabulary terms and phrases comprehend a wide range of grammar patterns; initiate and continue simple conversations and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns.

Spanish IA- Jacksonville Commons

Note: This course is a prerequisite to Spanish IB.

Course length: Year.

Students in this course develop a solid and comprehensive foundation in the four basic communication skills (listening, speaking, reading, and writing) with a thematic focus on adolescents' lives, needs and experiences in the United States and abroad. Students are encouraged to use these skills outside the classroom. Students are introduced to Spanish culture through games, foods, and celebrations as well as through readings, discussions, and projects. This course addresses the five national Standards for Foreign Language Learning: communications, cultures, connections, comparisons, and communities.

Spanish I Grade 7- Jacksonville Commons

Note: Students who successfully complete this course will earn (1) high school credit. Students are reminded that this course has the same rigor and expectations as the high school course, for which they will earn high school credit.

Course length: Year

Spanish I is designed to give students a balanced exposure to all four language skills and culture, centered around the accurate reproduction of Spanish sounds and the ability to comprehend spoken Spanish. The following are course objectives: accurate pronunciation; a working knowledge of the structure and function of the Spanish verb system, with primary emphasis on the present tense; acquisition of basic vocabulary; cultural understanding; and ability to comprehend spoken Spanish that uses familiar vocabulary and structures. Proficiency Level at the end of Spanish I: Novice Mid

Core Courses

All students will be assigned to language arts, math, science, social studies and healthful living courses.

English Language Arts 8- All Middle Schools

Course length: Year

Following the NC Standard Course of Study (NCSCOS) for English Language Arts, eighth graders develop skills in reading, writing, speaking and listening, and language through experience with print and digital resources. Through print and non-print text, they further develop comprehension strategies, vocabulary, as well as high order thinking skills. They read a balance of fiction, drama, poetry, and informational texts such as articles, arguments, and essays with the intent to cite textual evidence, analyze points of view, and evaluate accuracy and relevance of details. Writing skills, such as the ability to plan, revise, edit, and publish, develop as students practice skills of specific writing types such as arguments, informative/explanatory texts, and narratives. Eighth graders hone skills of flexible communication and collaboration as they learn to work together, express and listen carefully to ideas, integrate information and use media and visual displays to help communicate ideas. Students learn language conventions and vocabulary to help them understand and analyze words and phrases, relationships among words, and nuances that affect the text they read, write, and hear. Students are encouraged to engage in daily independent reading to practice their skills and pursue their interests. Students must take the End-of-Grade test.

Math Grade 8- All Middle Schools

Course length: Year

Instruction and learning in Math 8 focuses on the following course content: (1) Solving linear equations and inequalities; (2) Identifying, analyzing, and comparing functions; (3) Developing understanding of similarity and congruency using transformations and coordinate geometry; (4) Pythagorean Theorem; (5) Volume of cylinders, cones, and spheres; (6) Patterns in two-variable data. Students must take the Grade 8 End-of-Grade test.

NC Math I- All Middle Schools

Prerequisite: Successful completion of Advanced Math 7 Course length: Year

NC Math 1 includes the study of linear, exponential, and quadratic functions; extending from the work in previous grades where proportional reasoning skills were emphasized along with an introduction of the concept of a function. NC Math 1 students apply and extend their understandings of functions to the formal definition of a function and the use of function notation when expressing functions symbolically. The Algebra, Geometry and Statistics & Probability standards also support the study of functions in NC Math 1. Students must take the NC Math 1 End-of-Course test.

Science Grade 8- All Middle Schools

Course length: Year

Instruction and learning in Science Grade 8 focuses on the following course content: (1) Understanding the hydrosphere and the impact of humans on local systems and the effects of the hydrosphere on humans; (2) Understanding the history of Earth and its life forms based on evidence of change recorded in fossil records and landforms; (3) Understanding the hazards caused by agents of diseases that affect living organisms; (4) with and respond to the biotic and abiotic components of their environment; (6) Understanding the evolution of organisms and landforms based on evidence, theories and processes that impact the Earth over time; (7) Understanding 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; (8) Understanding the properties of matter and changes that occur when matter interacts in an open and closed system; (g) Explain the environmental implications associated with the various methods of obtaining, managing, and using energy resources. Students must take the End-of-Grade test.

Earth and Environmental Science- New Bridge

This course is designed to expand students' knowledge of matter, energy, environmental awareness, material availability, and the cycles that circulate energy and material through the earth. The unifying concepts for the earth and environmental curriculum includes: Earth in the Universe, Earth Systems, Structures and Processes, and Human Impact on the Earth and its Systems. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The results of student investigation should be communicated through presentations and formal laboratory reports. Enrichment and integration with other disciplines is encouraged. Students should design, conduct, and evaluate independent scientific investigations. Earth and Environmental Science is a required course for graduation in the state of North Carolina.

Social Studies 8- North Carolina and American History- All Middle Schools

Course length: Year

The major focus of this course is North Carolina state history with the integration of local and national history. This integrated study helps students understand and appreciate the legacy of our democratic republic and to develop the skills needed to engage responsibly and intelligently as North Carolinians. 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, events, and cultures preceding the foundation of North Carolina and the United States. The main focus of the course will be how students use inquiry to examine critical events, people, issues, and developments in the state and nation from the Colonial Era to contemporary times. Students will understand 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.

World History- Dixon, Jacksonville Commons, New Bridge, Northwoods Park, Southwest, Swansboro

This course is designed to be a study of nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details on language, religion, diplomacy, and economic, political, and social institutions. The course also explores underlying themes of power and authority; change and continuity; human-environment interaction; globalization and cultural diffusion; and individual and group identity. This course seeks to move beyond the rote teaching of World History to the teaching of history in context to the world and global society in which students currently live and need to understand. With this in mind, it is important to note that this course is not designed to be a chronological study of history through periodization.

Health and Physical Education Grade 8- All Middle Schools

Note: Required for all students

Healthful Living for all middle school students consists of 18 weeks of Physical Education and nine weeks of Health Education. Eighth grade health emphasizes the skills needed to make healthy choices. Substance abuse prevention, prevention of violence including sexual violence, mental health and peer relationships are included. Students study reproductive health and safety and making healthy choices about their behavior. Emphasis is placed in creating healthy lifestyles through good nutritional practices and daily physical activity. Physical education in the middle school emphasizes individual fitness and physical activity.

Enrichment Classes

AVID—Advancement Via Individual Determination Grade 8- Dixon, Hunters Creek, Jacksonville Commons, Northwoods Park, & Southwest

Prerequisite: Interview and Selection Course

length: Year

AVID focuses on the preparation, strategies and support necessary to enter and succeed in rigorous high school courses and be college ready. Students must apply to enroll. Please contact the AVID teacher or counselor. Students begin college planning and career exploration.

Arts Education

Band Grade 8- All Middle Schools

Course length: Year

Band 8 allows students to apply previously learned skills to a higher level of musical performance and understanding. Students use higher level reasoning skills to determine what makes a song "musical" and to demonstrate their understanding of music through performance. Students are also eligible to audition for All-District Band, and the District Music Festival. Students are required to participate in scheduled concerts. Band 8 prepares students for high school band.

Note for all band courses: It is suggested that students purchase instruments. Assistance is provided for students needing help.

Chorus Grade 8- All Middle Schools

Course length: Semester or Year

Chorus is a performance-based class. Middle school chorus students learn the principles of correct, healthy singing. Skills in music reading and singing in two, three or four parts are emphasized. Students learn and perform music from a wide variety of cultures and traditions. Participation in concert performances outside and during regular class hours is required. Students are placed into appropriate classes according to grade, vocal range and skill level.

Note: Students may take a full year of chorus by signing up for two semesters. Students must indicate this on their course selection sheet.

General Music 8- Hunters Creek, Northwoods, OVSS, Jacksonville & Swansboro

Course Length: Semester or Year

Students are introduced to the skills necessary for singing and playing music with accuracy and expression while interpreting the sound and symbols of music. Through the study of various genres and cultures students will analyze, evaluate and understand the music and concepts from other areas.

Guitar Grade 8- Dixon, Southwest, & Trexler

Course length: Semester

Students in guitar class will learn the basics of holding, plucking, and strumming both notes and chords in a rhythmic and musical manner. Students will also demonstrate knowledge of both Western standard notation as well as tablature. More advanced students (second years) will expand on these topics and prepare for a high school guitar class that may include jazz band to classical style guitar. Students will learn in class as no school-owned instruments will be allowed to take home (unless personal instruments are brought this is due to bus policy). Guitar will expand upon a student's string pedagogy and help the student become a basic performer in the span of a semester (or two if they take it two years in a row).

Music Specialization Grade 8- Southwest & Trexler

Course length: Semester

Students are introduced to basic musical terminology and skills such as note values, symbols, and more. Additionally, students will create their own piece of music, study various musical instruments, and be given genres to analyze to appreciate all kinds of music on a deeper level.

Orchestra Grade 8- Dixon, Hunters Creek, Northwoods Park, New Bridge, Jacksonville Commons, Southwest, Swansboro & Trexler

Courselength: Year

Orchestra 7 and 8 is a course designed for students who have had previous experience playing the violin, viola, cello and double bass. Students develop more advanced skills on their instruments as well as continuing to increase their knowledge of music fundamentals. Students perform as an ensemble at evening concerts at least twice during the year. There are also opportunities for special performances at the state level and other field trips. This is an elective for students who enjoy music and being part of a focused musical group. Students are expected to provide their own instrument. If unable to do so, assistance is available.

Piano Grade 8- Trexler & Swansboro

Course length: Semester

Piano students will explore the many facets of music through the daily practice of the piano. Students will explore music genre and style, music history, and the foundations of music principals. Students will be assigned music based on their individual level of achievement, while learning about music theory and skills as a whole group. Piano practice time will be imbedded into every class period. Group recital performance may take place during the school day to highlight student music achievement. Piano students will learn proper technique and performance etiquette.

Visual Arts Grade 8- All Middle Schools

Course length: Semester

In this course, students improve their drawing and painting skills and explore the world of graphic art as well. Working from both imagination and observation, students solve creative problems, communicate original ideas, practice skills and learn new techniques with a variety of art materials. Students investigate history, artists and common themes found in art throughout the world.

Advanced Visual Arts Grade 8- Trexler

Course length: Semester

In this class, students will continue to advance their artistic skills through more advanced projects. Techniques and understanding of shading, drawing in two-point perspective, color theory and color mixing, drawing from observation, and more will be explored. Students will implement a wide variety of materials and art mediums, as well as explore different art related careers. This class is offered by teacher recommendation only and is not intended for beginning art students.

World Languages

Exploratory Language Spanish Grade 8- Dixon, Southwest

Course Length: Semester

Students begin their introduction to Spanish and fundamental building blocks in key areas of foreign language study: listening, comprehension, speaking, reading, writing, and viewing. Students master common vocabulary terms and phrases comprehend a wide range of grammar patterns; initiate and continue simple conversations and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns.

Spanish IB- Jacksonville Commons

Note: Students who successfully complete IA and IB will earn one (1) high school credit. Students are reminded that this course has the same rigor and expectations as the high school course, for which they will earn high school credit.

Prerequisite: Spanish IA

Course length: Year

This course is a continuation of Spanish IA. Listening, speaking, reading, and writing are further developed as more vocabulary and advanced grammatical structures are introduced. Class work and projects focus on increasing language proficiency and intercultural awareness as students learn about Spanish cultures. This course addresses the five national Standards for Foreign Language Learning: communications, cultures, connections, comparisons, and communities.

Spanish I- Jacksonville Commons, Swansboro

Note: Students who successfully complete this course will earn (1) high school credit. Students are reminded that this course has the same rigor and expectations as the high school course, for which they will earn high school credit.

Course length: Year

Spanish I is designed to give students a balanced exposure to all four language skills and culture, centered around the accurate reproduction of Spanish sounds and the ability to comprehend spoken Spanish. The following are course objectives: accurate pronunciation; a working knowledge of the structure and function of the Spanish verb system, with primary emphasis on the present tense; acquisition of basic vocabulary; cultural understanding; and ability to comprehend spoken Spanish that uses familiar vocabulary and structures.

Middle School CTE

Middle School Career and Technical Education (CTE) empowers all students to be successful citizens, workers, and leaders in a global economy. Curriculum gives purpose to learning by emphasizing real-world skills and practical knowledge. CTE tools and experiences make school more relevant, and ensure students are ready for the real world. This can be the first step in a pathway toward productive employment and citizenship.

COURSE DESCRIPTIONS

AGRICULTURE, FOOD, & NATURAL RESOURCES ADVENTURE -

Embark on a journey to care for animals, nurture plants, and farm sustainably to protect our planet. Discover the interconnectedness of nature and learn how to be a hero for plants, animals, and people. Get ready to explore exciting careers in these fields!

ARCHITECTURE & CONSTRUCTION EXPEDITION -

Join us on a hands-on quest to master carpentry, woodworking, architecture, and masonry. Build your skills and unleash your creativity in these trades. Unlock the door to a world of career opportunities waiting for you!

BUSINESS MANAGEMENT ADMINISTRATION, & MARKETING QUEST -

Prepare for a thrilling adventure into the world of business! Learn the secrets of launching a business, managing like a pro, crafting winning marketing strategies, and organizing epic sports and events. Uncover the path to diverse career possibilities in these exciting fields!

HEALTH SCIENCE DISCOVERY VOYAGE -

Embark on a health and wellness quest to explore biomedical technology, nutrition, and the healthcare profession. Dive into interactive lessons and activities to understand the vital aspects of well-being. Discover a myriad of career options in the healthcare industry!

HUMAN SERVICES CULINARY EXPLORATION -

Dive into a world of culinary arts, nutrition, and interior design excitement! Develop your skills through hands-on experiences and creative projects. Unlock the flavors of these subjects and explore the wide array of careers waiting for you!

INFORMATION TECHNOLOGY TECH ODYSSEY -

Embark on a tech-filled journey through data science, network administration, security, and computer science. Engage in interactive activities and exercises to unravel the mysteries of technology. Discover the realm of career possibilities in the ever-evolving tech world!

LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY ADVENTURE -

Gear up for an essential exploration of emergency medical tech, firefighting, public safety, and emergency management. Gain insights into critical fields dedicated to public safety. Dive into the world of emergency response careers and discover where your passion lies!

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS INNOVATION QUEST -

Embark on an innovative journey through technology, engineering, design, flight, and drone technology. Dive into hands-on projects and creative challenges to ignite your passion for STEM fields. Uncover a world of career opportunities and endless possibilities!

6th Grade—Self Exploration

Learning about SELF

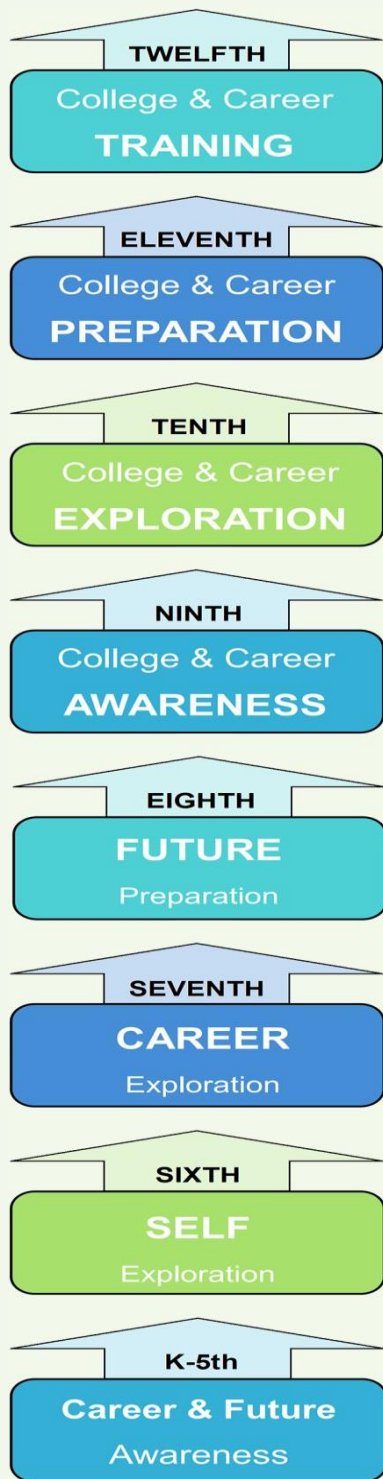
Students build awareness of themselves and begin to identify areas of interest and the importance of matching interests to a career. preparing for your future.

Student Learning Outcomes

Students understand who they are as a person and what their learning styles, interests, personality, and values are and how these relate to future careers.

Experiences might include:

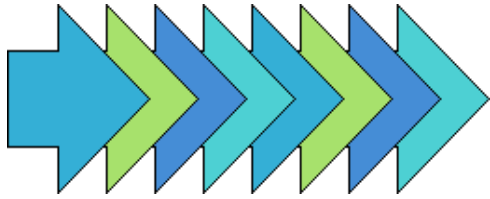
- Major Clarity & Sequence
- Guest Speakers
- Goal Setting
- Program Area Spotlight
- Junior Achievement Activities
- Career Research
- Career Key
- CTE Month Activities
- Industry Tours/Field Trips
- Career/College Week
- Career Fair
- NCcareers Activities



Onslow County Schools is committed to providing guidance and insight on **Career, College, and Life Readiness Competencies** for our students through a variety of school activities as well as Major Clarity CCLR platform. The career development continuum outlines the opportunities students may have in relation to self-exploration. Throughout the school year, students will participate in lessons focused on age-appropriate topics that provide a foundation for students and families to make informed decisions in their planning as they matriculate through their educational career and beyond.

ACTIVITY	Competencies <i>Explanation on back</i>
Set Goals	Transition & Academic Skills
Explore Major Clarity	Transition & Academic Skills
Complete Career Key	Transition & Academic Skills
Explore Career Videos	Career Knowledge, Interpersonal Skills
Grade Level Exit Survey	Transition Skills, Academic Skills





SIXTH GRADE

Explanation of Major Clarity Activities

SET GOALS

Students will set academic and personal/social goals to begin setting themselves up for success throughout their middle school career.

Competencies: Transition & Academic Skills

EXPLORE MAJOR CLARITY

Major Clarity unifies teaching, counseling, and career readiness to make it easier for everyone to focus on what matters: equipping students for meaningful and successful careers through engagement methods. Major Clarity starts in grade 4 and continues through grade 12.

Competencies: Transition & Academic Skills

CAREER KEY

CareerKey is an online career assessment targeted toward middle school students, based on Holland's interest codes. The specific matching system enables students to identify careers and college majors that their interests, traits, skills, and abilities.

Competencies: Transition & Academic Skills

CAREER EXPLORATION

Major Clarity offers career exploration through short career videos narrated by professionals in specific career fields.

Competencies: Transition & Academic Skills

GRADE LEVEL EXIT SURVEY

Allows students an opportunity to reflect upon their year and provide feedback to their counselors, teachers, and administration.

Competencies: Transition and Academic Skills

7th Grade—Career Exploration

Learning about WORK

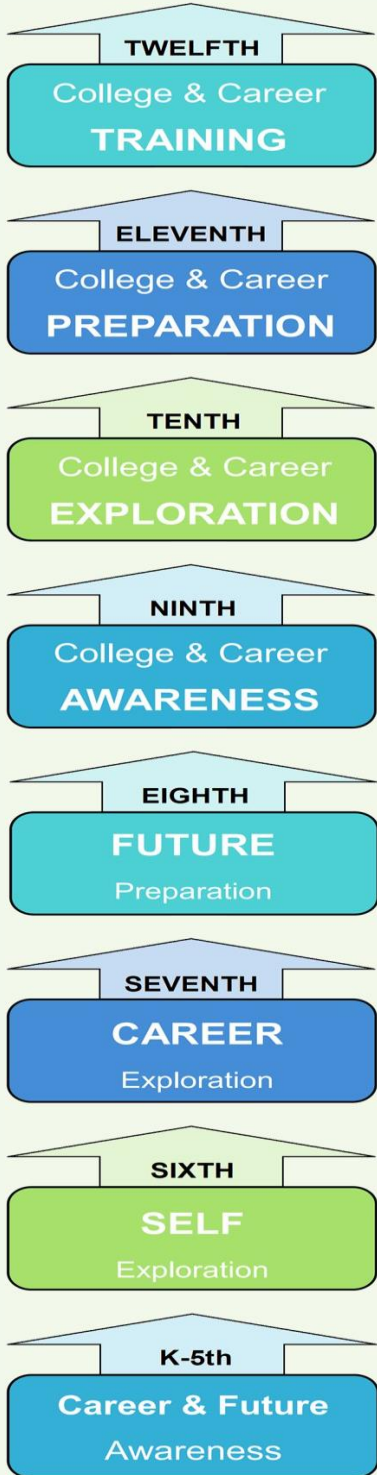
Activities provide students with an awareness of the relationship between interests and the work-place. Students explore career options to gain awareness of what is available to them post-secondary. Students will have an opportunity to retake inventories/assessments. Explore and refine areas of interest and interact with business partners.

Student Learning Outcomes

Students are able to give examples of how his/her strengths and interests relate to career development and begin connecting possible occupations to pursue in the future.

Experiences might include:

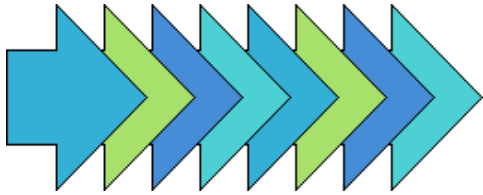
- Major Clarity Scope & Sequence
- Career Cafe
- Career Key
- Goal Setting
- Industry Tours/Field Trips
- Junior Achievements
- Career Cluster Finder
- 4-yr. Plan Exploration
- Guest Speakers
- Program Area Spotlights
- Career Fairs
- CTE Month Activities



Onslow County Schools is committed to providing guidance and insight on **Career, College, and Life Readiness Competencies** for our students through a variety of school activities as well as Major Clarity platform. The career development continuum outlines the opportunities students may have in relation to career exploration. Throughout the school year, students will participate in lessons focused on age-appropriate topics that provide a foundation for students and families to make informed decisions in their planning as they matriculate through their educational career and beyond.

ACTIVITY	Competencies <i>Explanation on back</i>
Set Goals	Transition & Academic Skills
Explore Major Clarity	Transition & Academic Skills
Complete Career Key	Transition & Academic Skills
Explore Career Clips	Career Knowledge, Interpersonal Skills
Complete Career Cluster Finder	Career Knowledge & Transition Skills, Social Emotional Learning
Start Brag Sheet	Social Emotional Learning, Transition Skills, Interpersonal Skills
Grade Level Exit Survey	Transition Skills, Academic Skills





SEVENTH GRADE

Explanation of Major Clarity Activities

SET GOALS

Students will set academic and personal/social goals to begin setting themselves up for success throughout their middle school career.

Competencies: Transition & Academic Skills

MAJOR CLARITY

Students will be lead through the Major Clarity platform where they can explore and learn more about career and college opportunities.

Competencies: Transition & Academic Skills

CAREER KEY

Career Key is an online career assessment targeted toward middle school students, based on Holland's interest codes. The scientific matching system enables students to identify careers and college majors that match their interest, traits, skills, and abilities.

Competencies: Transition & Academic Skills

CAREER EXPLORATION

Major Clarity offers career exploration through short career videos narrated by professionals in specific career fields.

Competencies: Career Knowledge, Interpersonal Skills

CLUSTER FINDER

The Career Cluster Finder is an inventory tool that will allow students to match their interests, strengths, and personal qualities with potential areas or clusters. Students will "favorite" three careers that are aligned with their top clusters. This will also allow students to research college and career paths.

Competencies Career Knowledge, Transition Skills, Social Emotional Learning

BRAG SHEET

The Brag Sheet allows students a way to track their responsibilities and accomplishments throughout their middle school career. The brag sheet will transition with them to high school where they can continue to build their future resume.

Competencies: Social Emotional Learning, Transition Skills, Interpersonal Skills

GRADE LEVEL EXIT SURVEY

Allows students an opportunity to reflect upon their year and provide feedback to their counselors, teachers, and administration

Competencies: Transition & Academic Skills

8th Grade—Future Preparation

Learning for FUTURE

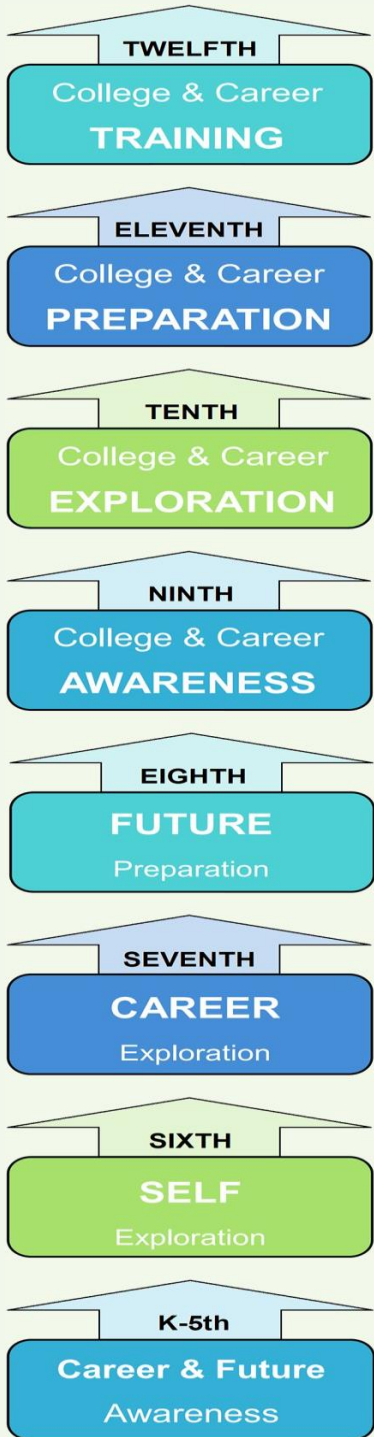
Students will gain a better understanding of the work that best suits them in order to make high school plans to prepare for their future. Students will explore and refine areas of interest and prepare for higher intensity work-based learning experiences through interactions with business partners. This includes learning basic skills necessary for things like internships.

Student Learning Outcomes

Students will use the knowledge gained throughout their career awareness activities to make sound decisions in regards to their choices for high school and beyond.

Experiences might include:

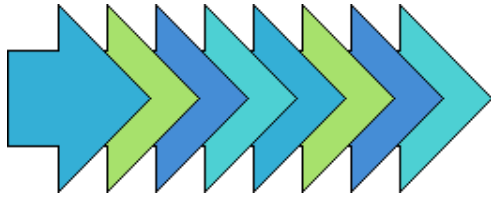
- Major Clarity ACP
- Career & College Fair
- Reality of Money
- Program Area Spotlights
- CTE Month Activities
- Junior Achievement Finance
- Program Area Spotlight
- 4-yr. Plan Development
- Students @ Work
- Interest Inventory
- Guest Speakers
- Skills Center Tours



Onslow County Schools is committed to providing guidance and insight on **Career, College, & Life Readiness Competencies** for our students through a variety of school activities as well as Major Clarity platform. The career development continuum outlines the opportunities students may have in relation to future preparation. Throughout the school year, students will participate in lessons focused on age appropriate topics that provide a foundation for students and families to make informed decisions in their planning as they matriculate

ACTIVITY	Competencies <i>Explanation on back</i>
Set Goals	Transition & Academic Skills
Explore Major Clarity	Transition & Academic Skills
Complete Career Key	Transition & Academic Skills
Explore Career Clips	Career Knowledge, Interpersonal Skills
Complete Career Cluster Finder	Career Knowledge & Transition Skills, Social Emotional Learning
Create Course Plan	Academic Skills
Complete Strengths Explorer assessment	Career Knowledge, Interpersonal Skills, Social Emotional Learning
Start Brag Sheet	Social Emotional Learning, Transition Skills, Interpersonal Skills
Grade Level Exit Survey	Transition Skills, Academic Skills





EIGHTH GRADE

Explanation of Major Clarity Activities

SET GOALS

Students will set academic and personal/social goals to begin setting themselves up for success throughout their middle school career.

Competencies: Transition & Academic Skills

MAJOR CLARITY

Students will be lead through the Major Clarity platform where they can explore and learn more about career and college opportunities. Students will complete their ACP 4-year plan.

Competencies: Transition & Academic Skills

CAREER KEY

Career Key is an online career assessment targeted toward middle school students, based on Holland's interest codes. The scientific matching system enables students to identify careers and college majors that match their interest, traits, skills, and abilities.

Competencies: Transition & Academic Skills

CAREER EXPLORATION

Major Clarity offers career exploration through short career videos narrated by professionals in specific career fields.

Competencies: Career Knowledge, Interpersonal Skills

CLUSTER FINDER

The Career Cluster Finder is an inventory tool that will allow students to match their interests, strengths, and personal qualities with potential areas or clusters. Students will "favorite" three and research college and career paths.

Competencies: Career Knowledge, Transition Skills, Social Emotional Learning

COURSE PLAN

STRENGTHS EXPLORER

Academic planning is a comprehensive course planner customized to the student's programs of study. It also tracks class and graduation requirements.

Competencies: Transition Skills

Designed for children and students aged 10 to 14, the online StrengthsExplorer assessment identifies a child's three strongest emerging talents.

Competencies: Career Knowledge & Transition Skills

BRAG SHEET

GRADE LEVEL EXIT SURVEY

The Brag Sheet allows students a way to track their responsibilities and accomplishments throughout their middle school career. The brag sheet will transition with them to high school where they can continue to build their future resume.

Competencies: Social Emotional Learning, Transition Skills, Interpersonal Skills

Allows students an opportunity to reflect upon their year and provide feedback to their counselors, teachers, and administration

Competencies: Transition & Academic Skills

Athletics in Middle School

Team sports, both traditional and nontraditional, and other activities emphasize participation, skill development, cooperation, sportsmanship, building character, and fun for seventh and eighth graders in a competitive setting. 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 oneself and to all involved in the athletic program. All middle school interscholastic athletic activities shall be conducted in accordance with rules and regulations prescribed by the State Board of Education G.S. 115C-47(4).

Athletic Eligibility

Athletics are a source of pride for Onslow County Schools and our communities. Our teams consistently capture conference, regional and state championships. Our athletic programs strive to provide our student-athletes with an enjoyable and challenging athletic environment that emphasizes the attainment of both physical skills and strong character development, as well as encouraging the lifelong learning process. These programs aim to develop in students: excellent sportsmanship, a strong work ethic, a spirit of cooperation, leadership skills, and important personal character traits. All student-athletes must be in good academic standing and adhere to county and state regulations in academics, attendance and residency. The school district offers 9 sports at the middle school level. Athletic programs in Onslow County Schools emphasize academic success in the classroom, student attendance in school and good sportsmanship and citizenship on and off the field. All 8 of our middle schools and Brewster Middle School compete in the Onslow County Middle School Conference.

Middle School Athletic Eligibility Requirements:

- student must be legally enrolled at the school.
- student must reside with parent or legal custodian in that school's attendance zone or be assigned to the school by the Board of Education.
- student must be in the 7th or 8th grade (6th graders are not eligible to participate in athletics in OCS).
- student must meet local and state standards for promotion from the previous grade.
- student must have passed a minimum of 4 classes (at least 3 of those must be core courses [Math, Science, Social Studies, Language Arts] plus 1 Encore class) from the previous semester.
- student must have been in attendance for 85% of the school days from the previous semester.
- student cannot turn 15 years of age on or before August 31 of the current academic year.
- student can only participate in middle school athletics 4 semesters after first entering the 7th grade.
- student must receive a medical examination each academic year from a duly licensed physician, nurse practitioner or physician assistant.
- student and his/her parent must sign the G feller-Waller Concussion Awareness form prior to participating in any tryout, practice, or contest (a new form must be signed each academic year).
- student cannot have been convicted of a felony, or any criminal offense that would have been a felony if committed by an adult.
- NOTE: An athlete becomes eligible or ineligible on the first day of the new semester.

Middle School Athletics FAQ

Can my sixth grader participate in sports?

The State Board of Education Administrative Code related to interscholastic athletics states that "students in grades 6-12 may participate in interscholastic athletic competition." However, in Onslow County, programs are designed for students in grades 7-12.

How long is my child's physical considered current?

Physicals for athletics are considered current for one calendar year from the date of the physical.

What type of medical insurance is required for my child to participate?

It is required that student athletes have proper insurance coverage.

What sports are offered by the Onslow County Middle Schools?

Football, Softball, Cheerleading, Soccer (Boys and Girls), Wrestling, Basketball (Boys and Girls), Volleyball, Baseball, and Track (Boys and Girls).

Course Descriptions and other information provided in this guide are as complete and accurate as possible at the time of publication and printing. If you have questions, comments, or concerns regarding available courses, please contact your child's school first. You can also contact the Division of Secondary Education – William Laine, Executive Director – (910) 455-2211 ext. 71240.