Message from the Superintendent

Dear Hertford County Public Schools Students and Families,

Welcome to the 2026-2027 registration process! As we begin this important step in preparing for a successful school year, I am thrilled to partner with you in ensuring every student has access to the tools, resources, and opportunities they need to excel.

I encourage you to carefully review this registration book to explore all the exciting opportunities available in Hertford County Public Schools. From academic programs to extracurricular activities, we strive to provide a variety of options that support each student's unique interests and goals.

HCPS is committed to equipping every student with the skills and knowledge needed to achieve their goals. Whether you're preparing for college, a rewarding career, or exploring your passions, we encourage you to take full advantage of the courses and programs available. Set ambitious goals, embrace challenges, and take meaningful steps toward building a bright and successful future.

With gratitude,

Dr. Jesse J. Pratt, Superintendent

Hertford County Public Schools

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Hertford County Public Schools expects all employees, students and other members of the school community to conduct themselves in an appropriate manner with concern and respect for all members of the school community. Discrimination and harassment on the basis of race, sex, religion, creed, disability, national origin or language minority status will not be tolerated.

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Middle School Overview

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

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

Role of Parents / Guardians

The role of parents and guardians in the education of children in grades pre-K through 8th is crucial for their overall development and academic success. Here are some key aspects of the role of parents & guardians:

Establishing a Positive Learning Environment:

- Parents and guardians play a vital role in creating a positive and supportive home environment for learning. This includes setting routines, providing a quiet and organized study space, and fostering a love for learning.

Communication with Teachers:

- Regular communication with teachers is essential. Parents should attend parent-teacher conferences, respond to teacher communications, and be actively involved in their child's educational progress. This collaboration helps ensure that the child's needs are being addressed both at home and in the classroom.

Supporting Homework and Assignments:

- Parents can assist with homework and assignments by providing guidance, answering questions, and reinforcing lessons taught in school. This involvement helps children to develop good study habits and a sense of responsibility.

Promoting Reading:

- Encouraging a love for reading is critical in the early years. Parents can read to their children, provide access to a variety of reading materials, and set aside time for independent reading. This helps develop literacy skills and a strong foundation for academic success.

Involvement in School Activities:

- Parents can participate in school activities, such as parent-teacher organizations (PTO/PTA) or volunteering for events. This involvement fosters a sense of community and shows children that education is a collaborative effort.

Instilling Values and Work Ethic:

- Parents play a key role in instilling values, work ethic, and a positive attitude towards learning. Teaching responsibility, resilience, and the importance of hard work contributes to a child's overall success.

Monitoring Screen Time and Technology Use:

- Given the prevalence of technology, parents need to monitor and regulate their child's screen time. Balancing educational and recreational use of technology is essential for a child's development.

Addressing Behavioral and Emotional Needs:

- Parents should be attuned to their child's emotional well-being and address any behavioral or emotional challenges promptly. Open communication about feelings and experiences is crucial.

Promoting Healthy Lifestyle Choices:

- Encouraging a healthy lifestyle, including proper nutrition, adequate sleep, and regular physical activity, contributes to a child's overall well-being and can positively impact their academic performance.

Advocacy for Individual Needs:

- Parents should advocate for their child's individual needs. If a child has learning differences or special needs, collaborating with teachers and school staff to develop an appropriate support plan is essential.

By actively participating in your child's education and providing support both academically and emotionally, you can significantly contribute to your child's success throughout pre-K through 8th-grade years.

Finding The Right Place & Time to Study at Home

Creating a conducive and comfortable study environment at home is crucial for kids' academic success. Here are some tips to help you and your kids find the right place to study:

Dedicated Study Space:

- Designate a specific area in your home solely for studying. This helps create a clear boundary between study time and leisure time.
- Ideally, choose a quiet and well-lit space away from distractions like TV and high-traffic areas.

Comfortable Furniture:

- Ensure the study area has a comfortable chair and a suitable desk or table. Proper ergonomics are essential to prevent discomfort during long study sessions.
- Make sure the furniture is appropriately sized for your child.

Good Lighting:

- Natural light is preferable, but if that's not possible, use bright, adjustable lighting to reduce eye strain.
- Avoid harsh fluorescent lighting, as it can cause fatigue and headaches.

Organizational Supplies:

- Provide organizational tools such as shelves, drawers, and bins to keep study materials tidy and easily accessible.
- Teach your child to keep the study area neat and organized.

Minimal Distractions:

- Remove or minimize distractions such as toys, games, and electronic devices not needed for studying.
- Consider noise-canceling headphones if there are unavoidable background noises.

Personalization:

- Allow your child to personalize their study space with artwork, motivational quotes, or other elements that inspire and encourage them.

Quiet Environment:

- If possible, choose a room or area where your child can study without being disturbed by household activities.
- Communicate with other family members to respect the study time and keep noise levels down.

Regular Check-ins:

- Periodically check in with your child to ensure they are comfortable in their study space and to address any concerns they may have.
- Be open to making adjustments based on your child's feedback.

Flexibility:

- Understand that preferences may change over time, and it's okay to make adjustments to the study space based on your child's evolving needs.

Remember, the key is to create an environment that supports focus and concentration while also being comfortable and personalized for your child's preferences. Regularly reassess and make changes as needed to ensure the study space remains effective.

Helping Your Child Stay Organized

Helping your child stay organized for school is a valuable skill that can contribute to their academic success. Here are some practical tips to assist your child in staying organized:

Establish a Routine:

- Set a consistent daily routine that includes specific times for homework, study sessions, meals, and bedtime.
- Create a morning and evening routine to help your child start and end the day on an organized note.

Use a Planner or Calendar:

- Provide your child with a planner or calendar to write down assignments, due dates, tests, and extracurricular activities.
- Encourage them to check and update their planner regularly.

Create a Homework Station:

- Designate a quiet, well-lit space for homework and studying. Ensure it's stocked with necessary supplies like pens, pencils, paper, and other materials.
- Minimize distractions in the homework area.

Organize School Supplies:

- Teach your child to keep their backpack and study area tidy. Regularly clean out unnecessary items and organize loose papers and notebooks.
- Use folders, binders, or dividers to keep subjects separate and organized.

Prioritize Tasks:

- Teach your child to prioritize tasks based on deadlines and importance. This will help them manage their time more effectively.
- Break down large assignments into smaller, manageable tasks.

Time Management:

- Teach your child to estimate the time needed for different tasks and allocate time accordingly.
- Use timers or alarms to help them stay on track during study sessions.

Encourage Regular Breaks:

- Breaks are essential for maintaining focus. Encourage short breaks during study sessions to prevent burnout.
- Physical activity during breaks can help refresh the mind.

Communication with Teachers:

- Foster open communication between you, your child, and their teachers. Stay informed about assignments, projects, and any potential challenges your child may be facing.
- Attend parent-teacher conferences to discuss your child's progress.

Encourage Self-Advocacy:

- Teach your child to speak up and seek help when needed. This includes asking questions in class, seeking clarification on assignments, and requesting support when they're struggling.

Review and Reflect:

- Regularly review and reflect on the organization strategies your child is using. Adjust and modify as necessary based on what works best for them.

Model Organization:

- Be a role model by demonstrating good organizational habits in your own life. Children often learn by example.

Remember that each child is unique, so it may take some time to find the organization strategies that work best for them. Be patient, supportive, and involved in their organizational journey.

Helping Your Child if He or She Feels Overwhelmed

If your child is feeling overwhelmed at school, it's essential to provide support and help them navigate their challenges. Here are some suggestions to consider:

Open Communication:

- Encourage your child to express their feelings and concerns openly. Create a safe and non-judgmental space for them to share what's on their mind.

Listen Actively:

- Pay attention to what your child is saying and validate their emotions. Sometimes, just knowing that someone is listening and understands can make a significant difference.

Identify the Cause:

- Try to understand the specific reasons behind their feelings of overwhelm. It could be related to academic pressure, social issues, bullying, or other factors. Knowing the root cause can help you address the problem more effectively.

Work with Teachers and School Staff:

- Schedule a meeting with your child's teachers or school counselor to discuss the concerns. They can provide insights into your child's behavior at school and offer suggestions on how to support them academically and emotionally.

Encourage Breaks and Relaxation:

- Ensure your child has enough time for breaks and relaxation at home. Balancing schoolwork with downtime is crucial for mental well-being. Encourage activities they enjoy to help them decompress.

Teach Time Management:

- Help your child organize their time effectively. Teach them skills like prioritization and planning to manage their workload more efficiently, reducing the feeling of being overwhelmed.

Set Realistic Expectations:

- Discuss and establish realistic academic and extracurricular expectations. Make sure your child understands that it's okay not to excel in everything and that doing their best is what matters most.

Provide Emotional Support:

- Offer emotional support and reassurance. Remind your child that it's normal to face challenges and that you believe in their ability to overcome them.

Explore Extracurricular Options:

- Encourage your child to participate in activities they enjoy outside of the academic realm. This can provide a healthy balance and an opportunity to build self-esteem and social skills.

Consider Professional Help:

- If the overwhelm persists or if your child is showing signs of significant distress, consider seeking professional help. A school counselor or a mental health professional can provide additional support and guidance.

Remember that every child is unique, and the approach may vary based on their personality and the specific challenges they're facing. It's important to maintain open communication and collaborate with both your child and school professionals to find the most suitable solutions.

Monitor Your Child's Academic Progress

Parents can monitor academic policies by taking a proactive approach to stay informed and involved in their child's education. Here are several strategies they can employ:

Regular Communication with Teachers:

- Attend parent-teacher conferences to discuss your child's progress and get updates on academic policies.

- Establish open lines of communication with teachers through email or other communication channels.

Accessing School Websites and Portals:

- Use the PowerSchool Parent Portal to keep track of your child's grades and attendance.
- Access school and district websites for up to date information.
- Utilize social media as a way to communicate and obtain information.

Read School Handbooks:

- Familiarize yourself with the school's handbook or guidebook. It often contains detailed information about academic policies, grading systems, and other important guidelines.

Attend School Meetings:

- Attend school board meetings, PTA (Parent-Teacher Association) meetings, or other parent meetings where academic policies may be discussed or explained.

Join Parent Groups:

- Participate in parent groups or committees where academic policies and school-related matters are discussed. This involvement can provide insights and opportunities to raise concerns or seek clarification.

Subscribe to School Newsletters:

- Subscribe to newsletters or other communication channels used by the school to stay updated on important announcements and changes in academic policies.

Connect with Other Parents:

- Connect with other parents to share information and experiences. This can help in gaining a broader perspective on academic policies and understanding how they impact students.

Review Homework and Assignments:

- Regularly review your child's homework, assignments, and assessments to understand the expectations and grading criteria. If there are discrepancies or concerns, communicate with the teacher.

Ask Questions:

- Don't hesitate to ask questions to teachers, administrators, or school staff when you need clarification on academic policies. Being informed helps you advocate for your child effectively.

Attend School Events:

- Attend school events, workshops, or seminars that focus on academic policies and educational strategies. These events often provide opportunities to interact with school staff and administrators.

Be Aware of Changes:

- Stay vigilant about any changes in academic policies. Schools may update policies from time to time, and being aware of these changes helps you adapt and support your child accordingly.

By staying actively engaged and informed, you can effectively monitor academic policies and contribute to your child's success in school.

Grade Level Overviews

6th Grade

A New Learning Environment

Sixth-grade students will experience a learning environment quite similar to that found at our two elementary schools, but with some differences.l.Students will continue to learn their core subjects from a team of teachers. The school will be structured into periods and they will walk to different classrooms for different subjects. During the first few weeks of middle school, teachers will discuss expectations for school work, appropriate behavior, and the daily schedule. They also will ensure that students have many opportunities to get to know each other and make new friends.

Greater Personal Responsibility

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

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

7th Grade

A Year of Transition

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

Identifying special interests and developing skills

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

8th Grade

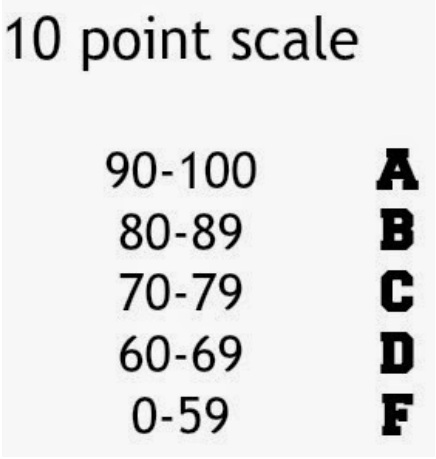
A Year to Prepare for High School

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

District Policies

Grading Scale and Weights

Beginning with the 2015-2016 school year, the North Carolina State Board of Education required all school districts to implement a new grading scale. This new scale applies to middle schools and high schools and changes the way letter grades are assigned. Students can expect to participate in a variety of different learning activities. Final grades will be based on the average of all classwork, homework, tests/quizzes/assessments, and projects done throughout the course. Each one of these learning activities may be weighted differently but will come together to create the final grade.



Testing Requirements

End-of-Grade (EOG)

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

End-of-Course (EOC)

Students taking high school courses with state-mandated EOC tests must take the high school test. These EOC's assess a student's mastery of course content.

Promotion Standards

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

Grade Replacement

In 2021, the HCPS School Board amended policy 4320 to allow students to retake high school courses for the opportunity to earn a higher grade. Any high school credit course that a student takes in middle school is eligible for grade replacement. Students are allowed to retake any course that is on the high school transcript for which they earn a C (79 and below). Students must retake the exact same course to qualify. The grade will only be replaced if the second attempt is higher than the original grade. See your school counselor or administrator for more information.

District Services

Academically and/or Intellectually Gifted (AIG) Services

The 2025-2028 HCPS AIG Plan uses multiple criteria to identify students with advanced learning needs and to construct learning environments and strategies that appropriately address those needs.The AIG program includes professional development for teachers to enhance their ability to support gifted students effectively.

While AIG Specialists use ongoing assessment data to monitor student performance, students can be referred for AIG services by an educator, teacher, parent/guardian, community member, peer, or self.

A district and school AIG committee reviews each student's data to determine if the student qualifies for AIG services, then develops a Differentiated Education Plan (DEP) for each identified student. The plan details the most appropriate learning environment for the identified student as well as necessary content modifications and enrichment opportunities.

Program Offerings:

- Classroom teachers provide differentiated instruction tailored to each student's identification needs. Teachers who are not AIG Certified, receive specialized training in order to reach all students.
- Middle and high school students receive differentiated instruction tailored to each student's identification needs. Seniors must complete at least five projects to receive an honor cord at graduation.

Extracurricular Opportunities:

- AIG students participate in district, regional, and state competitions, as well as educational field trips.

- Opportunities such as, The Governor's School Recommendations, are available for high-performing students who apply and interview for recommendation.
- Other opportunities include Spelling Bees, Battle of the Books, Quiz Bowl, and Class and School competitions.

Community and Cultural Exposure:

- Activities and field trips, such as attending plays and visiting cultural centers are sometimes incorporated, enriching the students' educational experience.

Family Nights:

- This event is part of the AIG mission for students to discover, nurture, and develop the potential of AIG students, offering professional development for teachers and fostering a sense of community among stakeholders. The AIG Family Night is an initiative that likely aims to engage families in the educational process, providing insights into the program and opportunities for parents and the community to be involved in supporting gifted students' growth and development

Exceptional Children's Services

Students with disabilities who qualify for special education services will have an Individual Education Plan (IEP) developed by the school's IEP team. The IEP outlines the specially designed instruction that enables students to maximize academic achievement in the least restrictive environment alongside their non-disabled peers. To receive special education services, schools use federal and state guidelines to identify specific needs that adversely impact academic performance and require specially designed instruction. Each school provides unique opportunities to meet the needs of students with IEPs.

English Learners Services

Hertford County Public Schools may place students whose primary/home language is a language other than English in a support program designed for identified English Learners. The placement is determined by needs as determined by the state-mandated language proficiency test in the areas of Reading, Writing, Listening and Speaking. English Learners are tutored by licensed teachers who teach using standards aligned to English Language Arts Standards. Students are assessed for services per state and federal requirements.

High School Courses in Middle School

The State Board of Education recently changed its policy to increase rigor by offering more options for middle school students to take select high school courses while still in middle school and receive credit.

Some of the advantages of taking these courses before reaching high school include:

- the opportunity to earn high school credits toward graduation;
- the ability to have more time to take Advanced Placement courses;
- opportunities to take online courses through the NC Virtual Public School or other approved online providers; and
- the opportunity to take dual enrollment in courses at a local college or university and graduate early.

HCPS recommends that middle school students who take high school courses meet the following standards:

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

Expectations for Students taking High School Courses in Middle School:

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

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

- Students are responsible for taking all EOC exams for High School courses.
- Principals approve student enrollment in high school courses using district criteria.
- During the registration process, students may be matched with course selections. Parents will have the opportunity to opt-out of the recommended courses.
- Students are required to take the EOC test at the end of the course.
- The grades a student earns for high school courses taken in middle school will not be counted as part of his/her high school Grade Point Average (GPA). Only courses a student takes while enrolled in high school will be used to determine his/her GPA.
- Grades a student earns in high school courses taken in middle school will appear on his/her transcript.
- NC Legislation G.S. 115C-81.36 directs that any student who scored at the highest level (Score of 5) on the end-of-grade or end-of-course test for the mathematics course in which the student was most recently enrolled shall be enrolled in the advanced course for the next mathematics course in which the student is enrolled.

Additional requirements for specific High School courses in Middle School include

- **MATH I -** Students must meet at least one of the HCPS mathematics placement pathways.
- **French (1100) or Spanish (1140) -** Most schools offer Part 1 in 7th grade, Part 2 in 8th grade

Speak with your child's counselor if you believe your child may be ready for high school courses.

At Home Learning Opportunities (Home Resources)

Hertford County Public Schools provides our students with a multitude of opportunities to access curricular materials and learning resources both in-school and at home. These resources include research support provided through NCEdCloud (EBSCO & Britannica), E-book Checkout through Destiny Discover, and many more. To facilitate student access to these resources HCPS makes use of Classlink, a platform where students may access all resources we provide using a single log-in and often only requiring a single click to access. Below please find the icons from Classlink with some brief descriptions of those resources available to students. List last updated 1/26/2026.

Edmentum offers lessons and activities online to help with different subjects like math, science, and English.	Desmos Graphing and Scientific Calculator helps students visualize math problems by creating graphs and understanding how different equations work.	EVERFI provides free, interactive digital learning platforms for K-12 students, focusing on essential life skills like financial literacy, career readiness, health, and STEM,	Learning.com provides various online resources and lessons to help students improve their digital literacy and computer skills.

Savvas provides digital learning materials and textbooks across various subjects, offering interactive resources to support classroom learning and homework.	iReady is an online program that helps students with personalized lessons in math and reading, adjusting to their individual learning needs.	Canvas is an online platform used by schools to organize courses, share assignments, and communicate between teachers and students, providing structure and support for student learning.	McGraw Hill Study Sync is an English Language Arts (ELA) curriculum for grades 6–12, designed to improve reading, writing, listening, and critical thinking skills.
NCEdCloud is a platform that helps students and teachers access different educational tools and resources in one place. Lets you access EBSCO & Britannica for research purposes as well as Canvas, Powerschool, and other NC Student Resources!	MagmaMath is an online math platform that helps students grow by allowing them to show their handwritten work digitally and get immediate feedback.	MasteryConnect helps teachers assess student learning through quizzes and assignments, allowing for personalized learning plans and tracking progress.	Major Clarity is an online career and college readiness platform for K-12 students that integrates career exploration, academic planning, and work-based learning tools to help them plan for life after high school

eLearning Opportunities (Online Courses)

Online courses provide students with the opportunity for:

- Flexible scheduling
- Individualized pacing
- Earn high school credit
- Enroll in courses not offered in your high school

Hertford County Public Schools partners with NCVPS and other approved online vendors to provide eLearning opportunities. HCPS also offers online courses through Ignite Online Academy, a program of Hertford County Public Schools. Students may use NCVPS or Ignite courses to meet high school graduation requirements or enhance transcripts for college applications.

Based on HCPS Policy 3102, Online Instruction (e-Learning), enrollment in these courses requires the approval of the school principal, the school counselor, and the student's legal guardian.

Please contact your school counselor for more information. Students and their parents should discuss the HCPS eLearning, sign the online learning contract and return it to their school counselor prior to enrolling in an online course.

Please note, students may need access to their own dedicated computer with internet connectivity at home. Students who do not have a computer at home should contact their school counselor.

Middle School Core Academic Programs

English Language Arts

The Science of Reading

The Science of Reading is an evidence-based approach to teaching reading that draws on research from various fields. It emphasizes explicit and systematic instruction in phonics, phonemic awareness, fluency, vocabulary, and comprehension. The principles of the Science of Reading are relevant across all grade levels, including sixth through eighth grade. Here's how it can impact reading instruction in these grades:

- **Fluency:** Fluency remains a crucial aspect of reading comprehension in the upper elementary and middle school grades. The Science of Reading advocates for explicit and systematic instruction in fluency, including strategies such as repeated reading, modeled reading, and providing opportunities for independent reading.
- **Vocabulary:** The Science of Reading recognizes the significance of vocabulary knowledge for reading comprehension. In middle school, students are exposed to more advanced and specialized vocabulary. Instruction should focus on explicit vocabulary instruction, including understanding word meanings in context and teaching word roots, prefixes, and suffixes.
- **Comprehension:** Reading comprehension is a multifaceted skill that involves the integration of various cognitive processes. The Science of Reading encourages explicit instruction in comprehension strategies, such as summarization, questioning, and making connections. In sixth through eighth grade, students can benefit from learning more sophisticated strategies for analyzing and interpreting texts.
- **Content Area Literacy:** As students progress through middle school, they encounter more complex texts in various subjects. The Science of Reading principles can be applied to improve literacy skills in content areas such as science and history. Teachers can integrate explicit reading instruction into these subjects to support students in understanding and analyzing discipline-specific texts.

In summary, the Science of Reading provides a solid foundation for reading instruction in middle school by emphasizing explicit and systematic teaching of foundational skills, vocabulary, and comprehension strategies. It supports a comprehensive and evidence-based approach to literacy education at all grade levels.

English/Language Arts Curriculum

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

Reading

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

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

Writing

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

Speaking and Listening

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

Language

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

Incorporating Literacy Throughout All Subjects

Incorporating literacy at home across various subjects is a great way to enhance your child's overall learning experience. Here are some general tips and subject-specific ideas to promote literacy in different areas:

General Tips:

- **Read Aloud:** Read books aloud to your child regularly, exposing them to different genres and styles.
- **Create a Reading Routine:** Establish a consistent reading time each day to make it a habit.
- **Word Games:** Play word games like Scrabble, Boggle, or crossword puzzles to improve vocabulary.
- **Library Visits:** Take regular trips to the library to explore new books and resources.
- **Discussion:** Encourage discussions about what you're reading. Ask questions and share your thoughts.
- **Writing Practice:** Encourage your child to write stories, journals, or even letters.

Subject-Specific Ideas:

- Math: Practice math through word problems, enhancing both math and reading skills.
- Science: Explore science-related books to broaden knowledge and vocabulary.
- Social Studies: Read historical fiction novels related to the time period being studied.
- Art: Encourage writing about the emotions or stories behind art creations.
- Physical Education: Read biographies of athletes or sports figures for inspiration.
- Foreign Language: Read books in both English and the target language.
- Technology: Explore coding activities that involve reading and writing code.
- Music: Analyze song lyrics for meaning and encourage writing lyrics or poems.

Additional Tips:

- **Create a Reading Space:** Designate a comfortable and quiet space for reading and learning.
- **Model Reading:** Let your child see you reading regularly to set an example.
- **Use Technology Wisely:** Incorporate educational apps, websites, and audiobooks for a modern approach.
- **Book Clubs:** Start a family book club where everyone reads the same book and discusses it.
- **Field Trips:** Visit museums, historical sites, or nature reserves to tie in with subjects studied.

By weaving literacy into various subjects and activities, you not only enhance your child's reading and writing skills but also foster a love for learning.

English as a Second Language

Course Number: 10382Y0 Prerequisite: Home language survey on file and identified EL
This course is required for all students who enter the high school exhibiting little or no proficiency in the English language. English is the language of instruction and the student's dominant language is not taught. Students will receive elective credit for successful course completion.

Mathematics

Students develop skills in several key areas including ratios and proportional relationships, extending the number system, geometry, statistics, probability, expressions and equations, and functions. In addition to learning new concepts and skills, students will solve challenging problems by applying the concepts they have learned and by using technology, including calculators, to facilitate meaningful problem-solving. With the implementation of the new North Carolina Standard Course of Study in the 2018-2019 school year, middle school learners can anticipate a rigorous curriculum that will adequately prepare them for further study in high school and beyond as they pursue college and various career options. Students can also expect a deliberate focus on the 8 mathematical practices to facilitate their learning of this rigorous content.

Advanced Courses in Mathematics Legislation; NCGS § 115C-81.36

North Carolina G.S. 115C-81.36 directs that all local education agencies provide:

- advanced math services for any student in grades 3 – 5 who scored at the highest level (Score of 5) on the end-of-grade test in mathematics
- any student scoring at the highest level (Score of 5) on the end-of-grade or end-of-course test for the mathematics course in which the student was most recently enrolled shall be enrolled in the advanced course for the next mathematics course in which the student is enrolled.

The legislation also stipulates that No student who qualifies under this subsection shall be removed from the advanced or high school mathematics course in which the student is enrolled unless a parent or guardian of the student provides written consent for the student to be excluded or removed from that course after being adequately informed that the student's placement was determined by the student's achievement on the previous end-of-grade or end-of-course test. (G.S. 115C-81.36 (b)).

8 Mathematical Practices

These mathematical practices are applied throughout each course, and with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Based on their achievement, grades, and teacher input, students will follow one of the mathematics sequences listed below. Additional details and information regarding the HCPS Mathematics Service Match process can be found in the Parent Guide to Equitable Course Selection.

Mathematics Course Descriptions

Sixth (6th) Grade Math Courses

Math 6 (20062)

Grade 6 NC Mathematics Standards

The Math 6 curriculum focuses on these critical areas:

- understand ratio concepts and use ratio reasoning to solve problems;
- completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;
- writing, interpreting, and using expressions and equations; and
- developing understanding of statistical thinking.

Math 6 Plus (20092)

Compacted Grade 6 Mathematics Standards PLUS Select Grade 7 NC Standards

The Math 6 Plus curriculum adds seventh grade topics and concepts in an effort to provide an enhanced and compacted study of mathematics for students who demonstrate an aptitude and a need for deeper study of the mathematical concepts.

Seventh (7th) Grade Math Courses

Math 7 (20072)

Grade 7 NC Mathematics Standards

The Math 7 mathematics curriculum focuses on four critical areas:

- developing an understanding of and applying proportional relationships;
- developing an understanding of operations with rational numbers and working with expressions and linear equations;
- solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and
- drawing inferences about populations based on samples.

Math 7 Plus (20122)

Compacted Grade 7 Mathematics Standards PLUS Select Grade 8 NC Standards

The Math 7 Plus curriculum adds eighth grade topics and concepts in an effort to provide an enhanced and compacted study of mathematics for students who demonstrate an aptitude and a need for deeper study of the mathematical concepts.

Eighth (8th) Grade Math Courses

Math 8 (20082)

Grade 8 NC Mathematics Standards

The Math 8 curriculum focuses on three critical areas:

- formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;
- grasping the concept of a function and using functions to describe quantitative relationships;
- analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence,
- and understanding and applying the Pythagorean Theorem.

NC Math 1* (21092)

NC Math 1 Standard Course of Study

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

Eighth (8th) grade students enrolled in NC Math 1 will take the NC Math 1 End-of-Course (EOC) Exam, but not the 8th Grade Math End-of-Grade (EOG) Exam.

The student score, percentile rank, and achievement level will appear/carry over to the student's high school transcript for the NC Math 1 EOC. However, the student's grade in this course will not be calculated in the high school GPA.

Social Studies

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

Sixth grade 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. A conscious effort should be made to include an integrated study of various societies and regions from every continent: Africa (North Africa, West Africa, East Africa, South Africa); Asia (East Asia, Central Asia, Southwest Asia, Southeast Asia); Europe; the Americas (North America, Central America, South America); the Caribbean; and the Pacific Islands.

In the seventh grade, students 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.

In the eighth grade, students 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.

Science

Middle school science integrates topics from the earth sciences, physical sciences, and life sciences each year. The middle school science curriculum focuses on the North Carolina Essential Standards for Science,

revised in 2009. Students examine what is known about the world around them, as well as how it has come to be known.

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

Middle School Elective Programs

Arts Education

In today's globally competitive world, innovative thinking and creativity are essential for all school children. In HCPS, we teach within the Comprehensive Arts Education framework. The Three components of CAE - Arts Education, Integration, and Exposure - are interdependent and were found by the Comprehensive Arts Education Task Force to all be necessary.

Arts Education is the instruction of an arts discipline according to the Standard Course of Study to develop the student as an artist. Arts Integration is instruction designed to show students how non arts content connects to arts content in both areas. Arts Exposure gives students the opportunity to experience the arts as presented by professionals on a stage, in a gallery, or as a teaching artist in residence.

Just as a three-legged stool cannot stay upright without one of its legs, an arts education without one of these components is incomplete for any student. Our three-pronged **Comprehensive Arts Education (CAE)** approach to Arts Education helps students develop these skills as well as effectively engage, retain, and prepare them for graduation and success in tomorrow's global economy.

The middle school offers a selection of visual and performing arts electives in Music (Band and/or Chorus), Dance, Visual Arts, and Theatre Arts.

Career and Technical Education (CTE)

The mission of Career and Technical Education (CTE) is to empower all students to be successful citizens, workers and leaders in a global economy. CTE gives purpose to learning by emphasizing real-world skills and practical knowledge. CTE courses bring relevance to a student's education. There are five program areas a student can explore; Business, Finance and Marketing, Career Development, Computer Science and Information Technology, Health Science, and Technology Engineering and Design. A student can specialize in a certain area by taking courses within an area each of the three years or they can mix and match courses to broaden their knowledge in a variety of areas.

College and Career Readiness Available Through CTE

During middle school students set goals for their future, explore careers, and create a timeline to achieve goals. This multi-year process intentionally guides students and families in the exploration of career, academic, and postsecondary opportunities. With the support of MajorClarity and Hertford County Public Schools' talented educators and staff, students develop the awareness, knowledge, attitudes, and skills to create their own meaningful post-secondary pathways that can lead to the workforce or college.

Based on academic and user research, MajorClarity's award-winning program puts the student at the center of their planning experience. They build personalized plans for the future, and the skills and knowledge to persist. Learn more about college and career readiness: MajorClarity

NC CTE Course Management System (CMS)

The NC Career and Technical Education (CTE) Course Management System (CMS) is a public site that provides access to course standards and other information such as course descriptions, career pathways, aligned industry credentials, work-based learning opportunities, aligned essential employability skills, and Career and Technical Student Organizations (CTSOs).

Business, Finance, and Marketing Education Courses

Business, Finance, and Marketing (BFM) provides students with meaningful instruction for and about business. Instruction in Business, Finance and Marketing Education encompasses business skills and techniques, an understanding of basic economics, an understanding of making socio-economic decisions and producing goods and services for consumption, and business attitudes essential to become a globally engaged and productive citizen. BFM plays a key role in preparing a competent, business-literate, and skilled workforce. The associated curricula have real-life relevance that empowers and helps young adults to compete in a global marketplace while managing their own financial affairs and making intelligent consumer and business-related choices

Exploring Business Procedures and Leadership (BY13) | *Prerequisite – None*
In this course students are introduced to a variety of business procedures and basics of leadership. Students learn life-long career success building skills like business etiquette, ethics and how to seek, gain, and maintain employment. Students also learn leadership skills including communication, team building, collaboration, and other desirable traits.

Exploring Business Activities (BY12) | *Prerequisite – None*
In this course students learn the basics of business activities and various careers. A variety of business-related fields are introduced including finance, management, information technology, marketing, and entrepreneurship.

Exploring Business and Entrepreneurship (BY10) | *Prerequisite – None*
In this course students learn the principles of business and the concepts of entrepreneurship. A focus on the necessary characteristics for being an entrepreneur will aid students in developing their career and life plan. Students learn the procedures and requirements for starting and running a business.

Exploring Economic Systems (BY11) | *Prerequisite – None*
In this course students are introduced to the basics of economics. Students compare the types of economic systems and learn about the United States economic system. The curriculum covers such concepts as supply and demand, the stock market, e-commerce, and the Federal Reserve.

Career Development Education Courses

Career Development curriculum provides the foundation to prepare students for careers and education in the 21st century; it is designed to introduce students to the opportunity to understand and make connections between their interests, attitudes, values, personality, learning styles, skills, and career choices. Students understand the lifelong, sequential process of determining self and career identity.

Six Essential Employability Skills Meeting the goal to provide a career and college ready NC workforce through the K-12 pipeline, CTE will provide a consistent and ‘common language’ for identification of these essential employability skills when working with students. The six common essential employability skills identified are:

- Communication
- Ethics
- Problem Solving
- Professionalism
- Resource Management
- Teamwork

Exploring Careers and Employment (EY11) | Prerequisite – None
In this course students experience an orientation to career planning and future employment success. Emphasis is placed on understanding the world-of-work, skills needed for employment success, and the career planning and preparation process. Based on the National Career Development Guidelines, skills reinforced include, but are not limited to communications, personal management, and teamwork.

Exploring Personal Characteristics and Careers (EY10) | Prerequisite – None
In this course students experience an orientation to self-awareness and the world-of-work. Emphasis is placed on self-awareness and how interests, attitudes, values, learning styles, skills, and personality influence career choices. Based on the National Career Development Guidelines, skills reinforced include, but are not limited to communications, personal management, and teamwork.

Computer Science and Information Technology Education Courses

Computer Science and Information Technology (CSIT) is focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services. Students will demonstrate knowledge of and proficiency in data representation and abstraction; effectively design, develop, and test algorithms; demonstrate knowledge of digital devices, systems and networks; and demonstrate an understanding of the role computer science plays and its impact in the modern world..

Computer Science Discoveries I (CY20) | Prerequisite – None
In this course students will use a problem-solving process to address a series of puzzles, challenges, and real-world scenarios. They will learn how computers input, output, store, and process information to help humans solve problems. Students will also learn how to create and share the content on their own web pages using HTML and CSS. They will also practice valuable programming skills such as debugging, using resources, and teamwork.

Computer Science Discoveries II (CY21) | Prerequisite – Computer Science Discoveries I
Students will build on their coding experience as they program animations, interactive art, and games in Game Lab. The sub-course starts off with simple shapes and builds up to more sophisticated sprite-based games, using the same programming concepts and the design process computer scientists use daily. Students will also investigate the broader social impacts of computing. Through a series of design challenges, they will learn how to better understand the needs of others while developing a solution to a problem.

Computer Science Discoveries III (CY22) | Prerequisite – Computer Science Discoveries II
Students will explore the importance of data in solving problems and how computers help in this process. Students explore the role of hardware platforms in computing and how different sensors can provide more effective input and output than the traditional keyboard, mouse, and monitor. Using App Lab and Adafruitâ€™s Circuit Playground, students will develop programs that utilize the same hardware inputs and outputs that are found in smart devices. Students also get to look at how a simple rough prototype can lead to a finished product.

Health Science Education Courses

Health Science Education provides a comprehensive program to meet present and projected needs for the healthcare industry. Curriculum concepts incorporate technological advances to motivate students and prepare them to pursue a career as a future health professional. Emphasis is placed on the various domains of healthcare and related skills such as: employability skills, prevention (wellness), diagnostics, therapeutics, and rehabilitation. Students are encouraged to pursue work-based learning opportunities that include job shadowing, internships, and apprenticeships to support their areas of interest in healthcare.

Exploring Biotechnology (HY90) | Prerequisite – None
This course offers students a unique introduction to biotechnology, including the study of bioengineering, biomedicine, and bioinformatics. Students explore how biotechnology contributes to innovations in genetic engineering, agriculture, medical imaging, and equipment design. This is a project-based learning course.

Exploring Neuroscience (HY91) | Prerequisite – None
This curriculum introduces neuroscience as it relates to the uniqueness of the human brain. Scholars learn how the brain enables thinking, how the brain interprets and sends messages throughout the body, how people learn, and how challenging the brain with physical and mental activities helps develop and maintain its structure and function. This course offers hands-on learning experiences to demonstrate understanding.

Exploring Scientific Decision Making (HY92) | Prerequisite – None
This course challenges students to use critical thinking and problem solving skills in situations that could be encountered as an investigator in the science or medical field. Students gain experience in scientific thinking through lab and inquiry-based activities. Throughout this course, students explore diverse topics in science and medicine, including the body systems, genetics, and factors that affect health and behavior. Students investigate why certain processes occur, including medical conditions and diseases.

Exploring Healthcare: Medical Terms and Body Systems in Biotechnology Careers (HY12) | Prerequisite – None
In this course students will gain an understanding of medical terminology, the nervous system and five senses, and careers related to Biotechnology.

Exploring Healthcare: Medical Terms and Body Systems in Diagnostic Service Careers (HY11) | Prerequisite – None
In this course students will gain an understanding of medical terminology, body systems (respiratory and circulatory) and careers related to Diagnostic Services.

Exploring Healthcare: Medical Terms and Body Systems in Therapeutic Service Careers (HY10) | Prerequisite – None
In this course students will gain an understanding of medical terminology, body systems (skeletal, muscular, and integumentary) and careers related to Therapeutic Services.

World Languages

- Most middle schools offer at least one world language course option. Learning a world language is a critical skill for students to be 21st century global learners. Universities require a student to obtain two consecutive world language high school credits of the same language and many prefer three or four years.
- Please note that Middle school exploratory introductory Spanish and Spanish level I for high school credit courses are not recommended for native/heritage speakers of Spanish. Native/heritage speakers should take the Spanish for Native Speakers course.
- Middle school World Language courses are not recommended for those students who struggle in their English Language Arts class. It is recommended that a student have at least a C average in his/her English Language Arts class to enroll in a middle school World Languages class.
- Level I high school credit courses are available at most middle schools to students with a teacher recommendation and/or a level 3 on the 6th grade Language Arts EOG.

Possible World Language Sequences

Exploratory Language (Spanish)
Students learn basic vocabulary and simple language structures on the Novice Low level of language proficiency according to the North Carolina World Language Essential Standards. to communicate on a variety of familiar topics relating to home and school. Exploratory classes in 6th grade can be for the duration of a quarter or semester, depending on the school. In 7th and 8th grades, the exploratory course is one semester and is more comprehensive. Exploratory courses are not prerequisites for high school courses.

Level 1 Part A (Spanish)
Prerequisite: Students should pass 6th grade ELA with a 3 or better in order to enroll in this course.

This course introduces students to the target language and its culture. This class develops listening, speaking, reading, and writing skills, with emphasis placed on interpersonal communication and proficiency. Students will acquire skills through real-world situations and use their experiences to practice these skills. Students develop an appreciation for how languages and cultures work by comparing the target language and culture(s) to their own. Classes are conducted primarily in the target language. Students will learn on the Novice Low & Novice Mid levels of language proficiency according to the North Carolina World Language Essential Standards. Heritage speakers or students who have lived abroad should not be enrolled in this course.

This is the first half of the high school Level 1 course. Students must begin this class in 7th grade in order to complete the sequence and take a benchmark assessment at the end of the year. Students must achieve a passing score for Level I Part A in order to continue on to Level I Part B in 8th grade and receive high school credit. Leves IA and IB must be completed and passed in order to receive high school credit. Level 1 Part A is not available to 8th-grade students.

Spanish Heritage Level I Part A (11492YA) *Prerequisite: Students must be determined heritage/native speakers of Spanish with pre-assessment.*

This course is taught entirely in the target language This course is the first half of the high school Level I course. Note that students must pass this course to enroll in Level IB and that Levels IA and IB must be completed and passed to receive the high school credit. In order for students to be enrolled in this class, pre-assessment to determine heritage proficiency is required. Students will learn on the Intermediate Low-Intermediate Mid levels of proficiency according to the North Carolina World Language Essential Standards. Students must begin this class in 7th grade in order to complete the sequence and take a benchmark assessment at the end of the year.

Students must achieve a passing score for Spanish Heritage Level I Part A in order to continue on to Spanish Heritage Level I Part B in 8th grade in order to receive high school credit. Spanish Heritage Level I Part A is not available to 8th graders. This course focuses on listening, speaking, reading, and writing skills, with emphasis placed on literacy skills in Spanish. Students will acquire skills through real-world situations and use their experiences to practice these skills.

Level 1 Part B | (Spanish IB 11412YB) *Prerequisite: Level 1 Part A*

This course is the second half of high school Spanish I and continues to introduce students to the target language and its culture. This class develops listening, speaking, reading, and writing skills, with emphasis placed on interpersonal communication and proficiency. Students will acquire skills through real-world situations and use their experiences to practice these skills. Students develop an appreciation for how languages and cultures work by comparing the target language and culture(s) to their own. Classes are conducted primarily in the target language. Students will learn on the Novice Low & Novice Mid levels of language proficiency according to the North Carolina World Language Essential Standards. Students must achieve a passing score for Level I Part A in order to enroll in this class. Students who successfully complete both Part A and Part B may receive one high school credit, pending results of the course final exam.

Spanish Heritage Level I Part B (11492YB) *Prerequisite: Students must be determined heritage/native speakers of Spanish with pre-assessment. Students must have taken and passed Spanish Heritage Level I Part A.*

This course is taught entirely in the target language. This course is the final half of the high school Level I course. Students will learn on the Intermediate Low-Intermediate Mid levels of proficiency according to the North Carolina World Language Essential Standards. Students must begin in 7th grade with Spanish Heritage I Part A in order to complete the sequence. This course focuses on listening, speaking, reading, and writing skills, with emphasis placed on literacy skills in Spanish. Students will acquire skills through real-world situations and use their experiences to practice these skills. Students who successfully complete both Part A and Part B may receive one high school credit, pending results of the course final exam.

Level I (Spanish) *Prerequisite: Students should pass 6th grade ELA with a 3 or better in order to enroll in this course.*

8th-grade students may take this year-long high school course and receive high school credit, pending the results of the course final exam.

This course introduces students to the target language and its culture. This class develops listening, speaking, reading, and writing skills, with emphasis placed on interpersonal communication and proficiency. Students will acquire skills through real-world situations and use their experiences to practice these skills. Students develop an appreciation for how languages and cultures work by comparing the target language and culture(s) to their own. Classes are conducted primarily in the target language. Students will learn on the Novice Low & Novice Mid levels of language proficiency according to the North Carolina World Language Essential Standards. At the end of the course, students will receive one high school credit, pending results of the course final exam.

Spanish Heritage Level I

Prerequisite: Students must be determined heritage/native speakers of Spanish with pre-assessment.

This course is taught entirely in the target language. In order for students to be enrolled in this class, pre-assessment to determine heritage proficiency is required. Students will learn on the Intermediate Low-Intermediate Mid levels of proficiency according to the North Carolina World Language Essential Standards. This course focuses on listening, speaking, reading, and writing skills, with emphasis placed on literacy skills in Spanish. Students will acquire skills through real-world situations and use their experiences to practice these skills. At the end of the course, students will receive one high school credit, pending results of the course final exam.

Healthful Living

Students learn how exercise and diet can lead to a healthy lifestyle. Students learn about the dangers of drugs and alcohol, the biology of reproduction, nutrition, conflict resolution, fair play and sportsmanship. Students are required to take Healthful Living on an annual basis. Grade 8 students will be required to complete and pass hands-only CPR training.

Other Discovery Courses

Each middle school will develop its own discovery offerings based on the interests and needs of the students and the teachers' special skills. Schools include discovery classes that connect to and support academic subjects.

Extracurricular Activities

While student academic excellence is the top priority, there also are opportunities for students to succeed outside of the classroom. All of our middle schools offer a variety of extracurricular activities. Some possible clubs and activities include:

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

After-school Opportunities

HCPS middle school strives to enrich the curriculum and to provide students with varied opportunities to extend the curriculum and cater to the diverse interests and needs of students. We believe that these varied opportunities allow students to not only grow academically but also socially and emotionally. These programs not only contribute to students' personal and academic development but also help create a more vibrant and engaged school community. Below are the many opportunities available to our students:

Sports Programs: The middle school offers various sports such as soccer, basketball, volleyball, track and field, cheerleading, baseball, softball, and more. These teams provide students with the chance to develop their athletic skills, teamwork, and sportsmanship.

Clubs and Organizations: The middle school hosts a range of clubs and organizations, including Battle of the Books, Science Olympiad, Robotics, Jr. Beta, chess club, debate team, drama club, coding club, and language club. These groups allow students to explore specific interests and connect with like-minded peers.

Tutoring and Homework Help: The middle school offers an extended learning program that provides additional support for students who need extra help with their academic subjects. It can be an opportunity for students to get clarification on class material and complete homework assignments.

Arts and Music Programs: The middle school offers an after-school program for students interested in the arts, such as painting, drawing, music, theater, and dance. These programs contribute to the development of creativity and self-expression.

STEM (Science, Technology, Engineering, and Math) Activities: Science and math clubs, robotics teams, and coding classes can engage students in hands-on STEM activities, fostering interest and skills in these crucial fields.

Community Service and Volunteering: The middle school encourages students to participate in community service projects or volunteer opportunities, fostering a sense of social responsibility and community engagement. Students are encouraged to participate in volunteering at various community organizations during after school hours.

Leadership Development: The middle school leadership program and student government provide opportunities for students to develop leadership skills, organize events, and participate in decision-making processes within the school community.

Fitness and Wellness Programs: Yoga classes, fitness clubs, and wellness workshops promote physical and mental well-being among students, emphasizing the importance of a healthy lifestyle.

Career Exploration: The middle school offers programs and workshops that expose students to different careers and industries, helping them explore potential future paths.

Technology and Coding Clubs: With the increasing importance of technology, the middle school offers coding clubs and technology-related workshops to introduce students to programming and digital skills.

Sports

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

Students promoted from 5th, 6th and 7th grade are automatically eligible for the first semester. Only students in grades 6-8 may participate in middle school (6th graders are ineligible to play football).

Eligible students:

Academics

1. In grades six, seven and eight, the student must pass at least one less course than the number of required core courses each semester and meet promotion standards established by the LEA/Charter School.
2. If an athlete is academically eligible or academically ineligible at the beginning of any semester, that status is retained throughout the full semester.
3. It is the responsibility of the school principal to check the academic status of each student/athlete enrolled in school at the beginning and close of a semester. NOTE:An athlete becomes eligible or ineligible on the first day of the new semester.
4. a student must pass 3 of their 4 core courses each semester to be eligible for athletics.

Age

1. The principal must have evidence of the legal birth date of the student.

2. A student shall not participate on a sixth, seventh or eighth grade team if the student becomes 15 years of age on or before August 31 of that school year.

Attendance

1. A player must have attended school at least 85% of the previous semester.
2. A student must, at any time of any game in which he or she participates, be a regularly enrolled member of the school's student body, according to local policy. a. If there is no local policy, regularly enrolled is defined as enrolled for at least one-half of the minimum load.
3. It is recommended the student be in school the day of the contest.

Sports

- **Baseball -** Our baseball program is designed to enrich the curriculum by teaching students valuable life skills such as teamwork, discipline, and perseverance. Through the sport, students can extend their learning experiences both academically and socially, fostering a well-rounded education.

- **Basketball** - Basketball offers students a unique opportunity to enhance their physical fitness while also enriching their academic journey. This sport promotes teamwork, communication, and resilience, contributing to not only their academic growth but also their social and emotional development.

- **Cheerleading** - Cheerleading is more than just leading cheers; it's about fostering school spirit, building self-confidence, and promoting inclusivity. Our cheerleading program enriches the curriculum by allowing students to extend their leadership and communication skills, ultimately contributing to their social and emotional growth.

- **Football -** Football teaches our students valuable discipline, strategy, and sportsmanship lessons. It enriches the curriculum by offering a platform for physical fitness, intellectual growth through game strategies, and social development through teamwork and camaraderie.

- **Softball -** Softball is an excellent avenue for enriching the curriculum and extending students' learning experiences. It encourages physical fitness, strategic thinking, and effective communication among team members, all contributing to academic, social, and emotional growth.

- **Track and Field -** Students will learn proper techniques, develop physical fitness, and build skills in areas such as speed, endurance, strength, and coordination. Emphasis will also be placed on sportsmanship, goal setting, and teamwork. Whether you enjoy running, jumping, or throwing, there's an event for everyone!

- **Volleyball** - Our volleyball program extends the curriculum by allowing students to develop skills such as agility, coordination, and communication. Beyond the physical benefits, volleyball fosters teamwork and emotional resilience, contributing to a well-rounded educational experience.