Guide for Choosing Academic Discipline Courses
2014-2015

Grade 7
Daniels has undergone an amazing transition after losing its magnet program as an International Baccalaureate Middle Years Programme in the spring of 2009. Daniels parents met in November 2009 to discuss how they currently view Daniels as well as their goals for Daniels in the future. Teachers met in February to complete the same exercise. The two groups had very similar visions. Daniels has a strong focus on student success. Daniels believes in community service. There is strong communication between Daniels staff and families. There are excellent electives offered and wonderful teachers. The recently renovated facility is beautiful. There is strong parental involvement and an active PTA. Parents and staff liked the cumulative exams at the end of each term. We have strong traditions and we have talented, hard-working students. We developed our new logo to represent Daniels. The logo notes our strong academics, our excellent arts and athletic programs as well as our emphasis on community. Our goal as we work with our students is to increase the skills they will need to have in order to be successful as an adult. These skills were again identified by our parents and teachers. They want our students to develop strong communication skills (reading writing speaking listening), strong problem solving skills, organization and time management skills, and the ability to work with others in a team. We are excited about preparing our students for the 21st century!

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

History:
Daniels Middle School opened in 1955 to serve families in the Hayes Barton, Country Club Hills, and Anderson Heights Communities. We continue to do so and we have expanded to new neighborhoods, including Pleasant Valley and Longview. Daniels was named for Josephus Daniels who served as secretary of the Navy in WWI and who was the founder and publisher of the News and Observer. Because of his nautical background, Daniels has developed a nautical theme. Our Bluejacket mascot is named for navy seamen who wore Blue Jackets. The names of our teams are also nautical and currently include the Barracudas, the Tiger Sharks, and the Salty Dogs. Bates Elementary School became a part of Daniels in 1982. Daniels moved from a Junior High School to a Middle School at that time. The school was completely renovated in 2006 to allow Bates and Daniels to be joined via a connector addition.

Staff:
Daniels has an excellent staff. We have 85 certified staff members. 44 have advanced degrees. They average over 14 years of experience. We have 9 National Board Certified Staff and twice. Our teachers and certified staff members use this wealth of experience to develop and implement lessons that meet student needs.

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

School Climate:
At Daniels, the guiding principles of ‘Do the BLUE’ are the belief that all students are valuable and deserve respect, all students can be taught to demonstrate appropriate behavior, and positive relationships between students and adults are key to student success. At Daniels we have clearly defined expectations, teaching students the behaviors that are expected, reinforcing appropriate behavior, acknowledging our students for their positive behavior, and implementing interventions for challenging behaviors. Our goal is to improve the overall classroom and school climate to achieve higher academic performance for all students. ‘BLUE’ stands for Be Kind, Lead by Example, Utilize Responsible Work Ethics, and Establish a Safe Environment. Students who receive ‘BLUE’ notes from their teachers may turn them in for a drawing each morning for a $1.00 coupon to the cafeteria or prizes at the front desk. We encourage and teach through ‘Do the BLUE’. We believe that we teach in all that we do and we strive to set high expectations for all of our students with regard to academics and behavior.
**School Improvement:**
We have revised our school improvement plan this fall in order to simplify our goals for our stakeholders. We now have three goals. Our first goal focuses on student academic progress and seeks to increase performance of every sub group of student. To accomplish this, we have implemented Classroom Walk Through Observations, Professional Learning Communities, and cumulative exams. We also utilize Harbor Day and Blue Days in order to improve academic achievement. Our second goal focuses on student behavior and states that we will both decrease discipline referrals and decrease suspensions. We have worked through our Positive Behavior Support team and have been utilizing “Do The Blue” in order to help students understand and meet behavior expectations. The last goal relates to overall school climate and states “teacher, student, and parent survey data related to positive school environment will increase by 10% as measured by school survey results.” In order to accomplish this we utilize many communication methods with parents, work closely with our PTA, provide desired professional development for teachers and ensure a duty free lunch for teachers, as well as involve necessary stakeholders in the decision making process.

**Literacy Initiative:**
Daniels has developed a literacy plan for all of its students. First and foremost, teachers will teach literacy skills, reading, annotating, summarizing, inferring, etc. in every class. We test every student on the reading ability at least 3 times per year. We offer classes to support our weak readers. We also offer book clubs and electives such as Junior Great Books and poetry to support our strong readers. Every grade level is participating in Blue Jacket Bingo. We have developed classroom libraries in almost every class and we have locker tags on which students declare what they are currently reading. Circulation for the 2012-2013 school year was up 30% over the year before. We are excited about the successes of our students and reading.

**Academics:**
Daniels has a rigorous academic program. In 2009-2010, Daniels implemented cumulative exams in each subject area. The goal of these exams is to help students better prepare for high school, as well as to determine areas where students are not retaining skills and material in order to re-teach. Daniels teachers, working in Professional Learning Teams, review the exams of 6th, 7th, and 8th grade students in order to appropriately scaffold instruction. Teachers working in teams also discuss and review best practices. In 2009-2010, we also began Classroom Walk-Through Observations. These observations are done by teachers, of their colleagues, in order to gather data on which instructional practices we use regularly at Daniels. We review the data in PLT’s to determine how we need to improve instruction.

Daniels is a school devoted to Literacy. We define Literacy as the ability to read, write, listen, speak, communicate, think creatively and critically, and comprehend both print and on-line text. It is impossible to separate Literacy from Content; therefore, Literacy skills are taught school wide. Literacy skills are critical for success in the 21st Century. The North Carolina Department of Education has defined the skills a student must have for success as global awareness, financial literacy, civic literacy, health literacy, social skills, critical thinking and problem solving skills, and information and media literacy. Daniels is a school devoted to Literacy. All of our teachers have taken a course on Literacy instruction. We complete walk-through Observations with the purpose of learning from each other and providing feedback regarding school wide teaching practices.

**Character:**
We work to ensure that our students are successful in their academics through their skills and abilities, as well as their sense of values. We recognize students who exhibit these character traits through our character education breakfast sponsored by our PTA.

We encourage our students to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and their love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-Minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring**: They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-Takers**: They approach unfamiliar situations and uncertainty with courage and forethought, and have the interdependence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.
- **Balanced**: They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
- **Reflective**: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

### Academic Courses

Students at Daniels take four year-long core classes. Each of these core classes convene for 60 minutes per day. These core classes are Language Arts, Social Studies, Math, and Science. Language Arts and Math have both grade level and advanced levels. Science and Social Studies classes are heterogeneously grouped.

At Daniels Middle School, students are assigned to a team of four academic teachers. These four teachers share a group of approximately one hundred and ten students. This team approach gives the young adolescents an identity as soon as they begin their middle school career. Team names are nautical in theme, in reference to Josephus Daniels who the school is named for and who served as the Secretary of the Navy.

Additionally, every student will have two 50 minute elective classes. Students are able to choose from Physical Education, Technology courses, Foreign Language courses, and arts courses. The four core subject area classes meet each day and last throughout the year. The two 50 minute classes are either year-long, semester, or nine weeks in length, depending upon the schedule of the student. Other courses offered (e.g., Special Education courses, ESL, etc.) may affect the student’s balanced schedule.

### Language Arts

Students use oral language, written language, media, and technology for expressive, informational, argumentative, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. In grade six the emphasis is on personal expression, in grade seven the emphasis is on argument, and in grade eight the emphasis is on using information for specific tasks. Students read from multiple genres including short stories, poems, drama, non-fiction, and several novels each year. They are encouraged to read books on their own from the Wake County Battle of the Books list. At Daniels, **Language Arts classes are grouped according to ability—the Advanced and grade level clusters. This grouping is done based on teacher recommendation.**

Following the Common Core State Standards 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, as well as high order thinking skills. They read a balance of short and long fiction (with a focus on historical fiction), drama, poetry, and informational text such as memoirs, articles, and essays and apply skills such as citing textual evidence, analyzing points of view and presentation, and examining how parts of the text affect the whole. Experience with a variety of text types and text complexity helps students develop a knowledge-base essential for recognizing and understanding allusions.

Students 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. Guided by rubrics, students write for a variety of purposes and audiences, and each student’s writing and product samples are compiled in a portfolio. Seventh graders also conduct short research projects drawing on and citing several sources appropriately.

They 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.
Mathematics

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

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

Common Core Math 7
The foci of Common Core Math 7 are outlined below by domain.

Ratios and Proportional Relationships: Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations: Use properties of operations to generate equivalent expressions; solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry: Draw, construct and describe geometrical figures and describe the relationships between them; solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability: Use random sampling to draw inferences about a population; draw informal comparative inferences about two populations; investigate chance processes and develop, use, and evaluate probability models.

Common Core Math 7 PLUS
Common Core Math 7 PLUS is a compacted course comprised of a portion of standards from Common Core Math 7 and a portion of standards from Common Core Math 8. The foci of the course are outlined below by domain.

The Number System: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations: Use properties of operations to generate equivalent expressions; solve real-life and mathematical problems using numerical and algebraic expressions and equations; work with radicals and integer exponents; understand the connections between proportional relationships, lines, and linear equations; analyze and solve linear equations.

Geometry: Draw, construct and describe geometrical figures and describe the relationships between them; solve real-life and mathematical problems involving angle measure, area, surface area, and volume; understand congruence and similarity using physical models, transparencies, or geometry software; solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability: Use random sampling to draw inferences about a population; draw informal comparative inferences about two populations; investigate chance processes and develop, use, and evaluate probability models.
Science

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

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

Understand 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.

Understand the processes, structures and functions of living organisms that enable them to survive, reproduce and carry out the basic functions of life.

Understand the relationship of the mechanisms of cellular reproduction, patterns of inheritance and external factors to potential variation among offspring.

Understand motion, the effects of forces on motion and the graphical representations of motion.

Understand forms of energy, energy transfer and transformation, and conservation in mechanical systems.

Social Studies

Students in seventh grade will continue to expand upon the knowledge, skills and understanding acquired in the sixth grade examination of early civilizations. Seventh graders study the world from the Age of Exploration to contemporary times in order to understand the implications of increased global interactions. The focus will remain on the discipline of geography by using the themes of location, place, movement, human-environmental interaction and region to understand modern societies and regions. This course will guide students through patterns of change and continuity with a focus on conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs and the impact of environment over time. Through an investigation of the various factors that shaped the development of societies and regions in the modern world and global interactions, students will examine both similarities and differences. A conscious effort will be made to include an integrated study of various societies and regions from every continent (Africa, Asia, Europe, the Americas and Australia).

Physical Education/Healthful Living

Healthful Living is required for all 7th grade students and includes health education and physical education. These two courses complement each other as students learn how to be healthy and physically active for a lifetime. Because our health and physical fitness needs are so different from a generation ago, the nature of healthful living is changing. Poor health choices (i.e., use of alcohol and other drugs, poor nutrition, and physical inactivity) now account for more than 50% of the preventable deaths in the United States. Through a quality healthful living education program, students will learn the importance of health and physical activity and develop skills to achieve and maintain a healthy lifestyle. Students will learn how to apply the concepts of proper exercise in their daily lives, discover ways to handle stress, avoid harmful and illegal drugs, learn about the relationship between nutrition and weight management, develop healthy interpersonal relationships (including conflict resolution skills), develop teamwork and character-building skills, and learn how to achieve positive health and fitness goals. In seventh grade, students will appraise their own health status, apply communication and stress management skills to prevent serious health risks, employ a variety of injury prevention techniques, understand the dietary guidelines, learn about the benefits of abstinence until marriage and the risks of premarital sexual intercourse, comprehend negative media messages, and demonstrate refusal skills related to peer pressure. Students will understand the risks associated with the use of alcohol and other drugs. In addition, students will learn how to encourage others not to engage in risky behaviors. Students will establish personal fitness goals and participate in social dance, small-sided games, and demonstrate advanced movement/skill sequences. Students will display appreciation toward the varying skill levels of teammates while enjoying the many benefits of physical activity.

Because of the nature of health education, discussion may include sensitive topics. By contacting the school principal, parents may request in writing that their child be excluded from certain health topics owing to personal/religious beliefs.
Technology Education

CTE Awards:
CTE –Business
CTE 100% Club- Introduction to Keyboarding 100% of students passed the year end exam.
CTE 100% Club- Business Computer Technology (BCT) 100% of students passed the end of course exam.

CTE-Life Skills-
(Family, Career and Community Leaders of America) FCLA Chapter placed in the regional and national competitions
CTE-Technology
Robotic Programs recipient of the Against All Odds award at regional competition

Introduction to Computers—Keyboarding (Semester)
This course offers general keyboarding instruction that is essential in our technological society. Students develop touch-keyboarding skills and learn proper use and care of hardware and software. General computer literacy includes terminology and computer usage. Word processing concepts are presented in a method that is transferable to all subject areas. Language Arts skills are reinforced as the students format, compose, and proofread documents. Keyboarding allows students to develop skills in using computer systems for relevant tasks and to develop an appreciation of the impact of computer systems on society and the environment. Students are also introduced to spreadsheet and database applications.

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

Exploring Business and Marketing (9 weeks)
This course is designed to explore the nature of business in an international economy and to study related career fields such as financial services, information systems, marketing management, and entrepreneurship. Simulated activities, computers, and independent work habits will be used for instruction. Tasks will require students to define, locate, select, organize, present, and evaluate information. Using an interdisciplinary approach to teaching, this course helps students to be informed on the use of information technology and computer applications in continuing education and the world of work. This course will also build upon and enhance the Keyboarding/Computer Literacy course that is a prerequisite. It provides hands on instruction in basic computer hardware concepts, computer ethics, and software applications. Emphasis is placed on reinforcing the touch keyboarding skills, word processing, database, spreadsheet, and telecommunication applications. Desktop publishing will be introduced to enhance word processing skills. Language arts skills and mathematical concepts are reinforced in this course.

Exploring Technology Systems (9 weeks)
This course introduces basic technological principles, processes, and skills such as safety, design and problem solving, team decision-making, and information gathering. Students explore sketching and computer-aided design to assist them in the building of a major project. The students perform numerous tasks in the wood shop and create projects.

Exploring Technology Systems Modular (9 weeks)
This course explores the subsystems of Technology: Electronics, Construction, Transportation, Communication and Problem Solving. Exploration is accomplished through hands on activities and projects completed in a modular setting. The modular setting is made up of 10 stations in which students rotate for a set amount of days. Students complete activities such as but not limited to. Solder an Electronic Circuit, Build and Test a Parachute, Build and test a tower, Explore Home Maintenance, Explore Digital Photography, Explore Computer Animation, and build and test an Electric Car.

Exploring Life Skills I (9 weeks)
This course explores life management skills essential to everyday living in the home and in the workplace. The focus is on exploring and developing a foundation for the application of life management skills. Skills in applying basic academics, problem solving, decision making, creative and critical thinking and technology are reinforced in this course. Units include nutrition, food preparation skills, childcare, clothing care and managing a sewing project. In all of the units, students examine career possibilities. Many hands on laboratory experiences compliment the lessons.
**Video News Production (Semester)**
This course provides a broad-based foundation in the digital media field. This is the class that produces the morning announcements. An emphasis is placed on the fundamental concepts of audio and video design, digital media technologies, non-linear editing, product development and design, and career development. Communication, and critical thinking skills are strengthened throughout the course. Local projects, leadership activities, and competitions provide opportunities for the application of instructional competencies. Registration is based on teacher approval and audition.

**Foreign Language**
Daniels offers a choice of two foreign languages—French and Spanish. Students will be placed in a Foreign Language class at a level that continues to challenge them based on their previous Foreign Language experience and based on information provided during registration. Students who successfully complete at least 150 seat hours of instruction and pass a new placement test given at the end of Eighth Grade may receive High School credit for a Level I Foreign Language course. Over 90% of 8th grade students enrolled in Spanish or French pass the Wake County Exit Exam and receive high school credit.

**Spanish—Year Long**
This course is a year-long course to prepare students to become bilingual. This course will continue to lay the foundation for students to develop skills in Spanish as a second language. Building upon the basics of language development, major topics include the present tense of verbs, direct object pronouns, two-verb phrases, adverbs, present progressive tense, imperatives, reflexive verbs, shopping vocabulary, prepositions, foods, meals, and geography. Other major topics also include relative pronouns, demonstrative adjectives, double object pronouns, sports vocabulary, games, and object pronouns. Developing conversational communication is stressed as well.

**Spanish—Intermediate, One Semester**
This course is designed for those students who would like to move towards proficiency in a second language. This course continues the study of the Spanish language and culture. Students who had Spanish in Sixth Grade and successfully complete this course in Seventh and Eighth Grade may take Spanish II at the High School level.

**Spanish—Beginning, One Semester**
This course is a continuing introduction to Spanish language and culture. Building on the foundations laid in Sixth Grade, major topics include greetings, colors, numbers, classroom objects, calendar, telling time, weather expressions, transportation vocabulary, feelings, animals, foods, questions and interrogatives, the family, holidays, and clothing.

**French—Year Long**
This course is a year-long course to prepare students to become bilingual. This course will continue to lay the foundation for students to develop skills in French as a second language. Building upon the basics of language development, major grammatical topics include the present and near future tenses of any verb group, two-verb phrases, prepositions, adverbs, imperatives, and question words. Vocabulary topics include ordering food at a café, making plans for the weekend, seasons and weather, describing people, and family relationships. Developing conversational communication is stressed as well.

**French—Intermediate, One Semester**
This course is designed for those students who would like to move towards proficiency in a second language. This course continues the study of the French language and culture. Students who had French in Sixth Grade and successfully complete this course in Seventh and Eighth Grade may take French II at the High School level.

**French—Beginning, One Semester**
This course is a continuing introduction to French language and culture. Building on the foundations laid in Sixth Grade, major topics include a review of what was covered in the previous year, and additional topics such as body parts, animals, telling time, and the house. Basic grammatical concepts are integrated into each unit.
Arts Education

At Daniels, students may participate in performing arts classes as well as exploring different fields within the arts. There are music classes offered at each grade level that allow students to explore the history of music from around the world. These classes do not have a performance component. In dance, drama, and chorus students will have at least one performance.

Intermediate Band—Year-Long
7th grade Intermediate Band is a yearlong course of instruction. Two intermediate band classes are offered and build upon the beginning band skills previously mastered. Focus continues with development of proper breath support, beautiful tone production, and intermediate music reading skills. More emphasis is placed on music theory and performing in an ensemble with increased musical technique and expression. Students will perform in at least 3 public concerts during the school year. If you have questions, please contact Audrey Yosai at ayosai@wcpss.net.

Combined 7th/8th Festival Band and Jazz Band have:
Earned "Silver" Ratings at the National Heritage Music Festivals in
--Williamsburg, VA  --Philadelphia, PA
--Washington DC  --New York, NY
Earned "Excellent" Ratings in the North Carolina Bandmasters Association's Musical Performance Adjudication (MPA) Festival

Band Students have:
Auditioned for and Performed in the Wake County All-County Bands
Auditioned for the All-District Bands (1st alternate placement)

Honors Chorus—Year-Long
Honors Chorus is by DIRECTOR APPROVAL only. Students must have their registration sheet signed by the Choral Director in order to take Honors Chorus. The Honors Chorus is very active in performing in competitions, concerts, and for various community functions. This course is designed for serious and dedicated musicians. If you have questions, please contact Diane Petteway at dpetteway@wcpss.net.

Seventh Grade Chorus (9 weeks)
Seventh Grade Chorus is a quarter long course open to any student. Throughout the course students will learn proper vocal technique such as breath support, diction, and vocal placement. Students will also learn basic music theory skills and how to read music. The course is taught with the focus on the performance that will be given by the students at the end of the quarter.

Chorus Awards:
2013 Heritage Music Festival, New York City: Gold rating (the highest)
2012 Heritage Music Festival, Washington DC: Gold rating
2011 Heritage Music Festival, Philadelphia: Gold rating
2010 Heritage Music Festival, Williamsburg: Outstanding Choral Group
2009 Smoky Mountain Music Festival: Superior rating (highest)
2008 Smoky Mountain Music Festival: Superior rating (highest), 1st place Concert Choir

Visual Arts (9 weeks)
Visual Art in the Seventh Grade is a quarter-long course that focuses on multi-cultural art as well as exploring some new and interesting techniques. Students will complete both two and three-dimensional work. Projects may include collage, weaving, bookmaking, printing, etching, ceramics, and folk art. No previous experience is needed.

State Fair Student Visual Arts competition: Honorable Mention, 4th Place, 3rd Place and 1st Place winners
Gifts of Gold (Wake County student art competition) 1st Place student winner
Visual Arts Exchange Young Artist Exhibit and Competition: 4 Honorable Mentions, 2 First Place winners
ArtSpark (Raleigh Street Painting event) 2 Honorable Mentions
NCAE Human and Civil Rights Multicultural Arts Contest: went on the state level
Student work: juried into NCAEA Washington DC statewide Art Exhibit
North Carolina Arts Educators Conference, Asheville: Ms. Walker conference presenter
Permanent Daniels Installations: batik banners in front hallway, painted banners outside gym, handmade quilt from student batiks
Daniels art displayed in various community venues including Trader Joe’s, Zoe’s, NCCAT Cullowhee, Barnes and Noble, National Solar Conference held in Raleigh
**Yearbook (Semester)**
In this course students get a hands-on opportunity to help create the school yearbook. Work will be done on layout designs, picture taking skills, sequencing of events, marketing, and preparing the yearbook for print. Students must be approved by the yearbook advisor, Ms. Parrish.

**Peer Tutor (9 weeks)**
This course trains students to act as a helping friend to other students in Grades Sixth, Seventh, and Eighth. The skills include communication, group leadership and facilitation, conflict resolution, and self-esteem building. Students often work with students who are in the Daniels Middle School Special Education classes and ESL classes.

**Other Electives!**

These courses will be offered as nine week classes and will be taught by 7th grade core teachers.

**Composition:** This course offers instruction in writing fiction, poetry, drama, and nonfiction, and provides analysis of the student’s work. The guiding principles of creativity will be discussed and illustrated.

**Creative Writing:** Introduction to the principles and techniques of creative writing aimed at developing the creative process. This includes lectures, reading, and writing exercises in poetry, fiction, and creative nonfiction.

**First Aid:** First aid classes are designed to give students the tools to save lives. Common topics covered in basic first aid classes include: Emergency Scene Management, Safety and Protection from Infection, Initial Assessment of Victims, Recognizing Emergencies, Bleeding Control, Burn Treatment, and more.

**Guided Study:** Guided Study is a class designed for students who can benefit from a study skills program. Organizational skills are an integral part of Guided Study, and that concept is addressed every day. Daily classroom activities alternate between specific study skills instruction and the implementation of effective study skills through the curriculum. When students are working on academic material, the teachers play an active role in every academic subject; re-teaching concepts covered in class, teaching study skills and strategies, offering academic guidance, proofreading, checking work, and helping students effectively apply the skills they have learned.

**Junior Great Books:** Junior Great Books is a really fun extracurricular activity for students who love to read! It is a “brown bag book club” that provides eager readers an opportunity to read an interesting story, think about what it means, and then discuss it with other students their own age. An activity pertaining to the story follows the discussion, usually a craft or a game. The stories are selected by the Great Books Foundation, and published for each grade level in paperback textbooks. The stories are multicultural folktales and short stories from around the world. The reading level (vocabulary and content) tends to be slightly higher than grade level, so parents are highly encouraged to read the stories with their children.

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

**Poetry:** Poetry began in prehistoric times when people passed down their oral history in poetic language and song. Through the years, three main kinds of poetry have developed: lyric, narrative, and dramatic. Lyric poetry is any short poem. Narrative poems are ones that tell stories, an epic or ballad. Dramatic poetry also tells a story, but in this case one or more of the poem’s characters acts out the story. Students will read poems and identify sounds, rhythms and patterns, and poetic forms.

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

**Science Lab – Environmental Science:** This class will review the earth as a living system. We will explore the consequences of human activities on sustainability of the living system. Concepts addressed include: the ecosystem, resources, energy, population dynamics, and sources and effects of pollution.

### English as a Second Language (ESL)

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

#### ESL I

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

#### ESL II

This course is recommended for students who score at the intermediate level on the reading and writing sections of the ACCESS test. This is a course that focuses on reading, writing, speaking, and listening to English at the intermediate level. Instruction concentrates on the acquisition of spoken language skills, grammar, reading comprehension, and writing skills. American culture is often used for the content of reading selections and class discussions. Students are also made aware of global connections, both past and present, of the topics studied.

### Academically orIntellectually Gifted Program (AIG)

At the Middle School level, screening and placement for the Academically or Intellectually Gifted program occur as appropriate and on an individual basis. Teachers and/or parents may nominate students for the AIG Program during the screening window. Students may be identified for services in Language Arts, Mathematics, or in both areas.

Students in the Wake County Public School System are identified using a state-approved model that includes not only aptitude and achievement test scores, but also other indicators of giftedness such as classroom behaviors, performance, interest, and motivation. Students who meet the criteria for AIG services are identified according to their level of need (moderate, strong, or very strong) for services. Students who qualify for the AIG program are served through differentiation strategies designed to provide challenges and appropriate instruction in Language Arts classes and/or in Mathematics courses.

Upon entering Seventh Grade, Academically or Intellectually Gifted (AIG) students at Daniels Middle School have been placed in classes based upon teacher recommendation or parent request. This includes Language A (Language Arts) and Math classes.

We have a regular and advanced Language Arts available at Daniels Middle School at all three grade levels. The students who are identified as AIG in Language Arts are in advanced sections, but upon teacher recommendation or parent request, we do have AIG identified students in the average Language Arts as well.
Most AIG students start with Advanced Math in grade six, take Pre-Algebra in seventh grade, and Algebra I in eighth grade. The students in these classes are usually identified as having a moderate or strong need for differentiation in the classroom. There are a few students identified as very strong AIG and are on what we call the “fast track” in math. These students take Pre-Algebra in sixth grade, Algebra I in seventh grade, and Geometry in eighth grade. You will find the advanced math classes at Daniels have a combination of AIG and high achieving students, and most math instructors are teaching several advanced classes during the day. Students identified as having a moderate need for differentiation can be serviced in Math 6, Math 7, or Math 8.

The AIG resource teacher at Daniels furnishes resources to the teachers for use in their classrooms, helps them implement new strategies, conferences with low-achieving AIG students, and makes sure that the AIG student’s needs are being met. During the screening window, teachers and/or parents may nominate students for the AIG program. This can be either an initial (first time) nomination or a second area (student already identified in one area) nomination. If you have questions about our AIG program, please contact Carla Hassell at 881-4881, or chassell@wcpss.net.

### Special Education Services

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

Wake County Public School System provides services for students according to the following continuum of alternative placements:

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

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

At Daniels Middle School, we offer a variety of Special Education course options. Depending upon the IEP and the needs of the student, we help tailor a program of study that will meet the student’s requirements. Scheduling of individual course offerings and levels of Special Education courses are handled by our Special Education department and completed on a student-by-student basis. Please contact Susan Starnes at sstarnes@wcpss.net or Alicia Ellington at cellington1@wcpss.net if you have questions.
At the middle school level students will participate in a number of required state tests including:

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Grade Level</th>
<th>When Administered</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC End-Of-Grade Tests (EOG)</td>
<td>3rd - 8th</td>
<td>See Testing Calendars</td>
<td>Assesses mastery of grades 3-8 reading and mathematics based on the Common Core Standards. Students must also take the Science EOG at the end of Grade 8.</td>
</tr>
<tr>
<td>NC End-Of-Course Tests (EOC) / CTE Pre-Assessments and Post-Assessments</td>
<td>6th - 12th</td>
<td>See Testing Calendars</td>
<td>Assesses mastery of grades 7-12 courses in select content areas based on the Common Core Standards.</td>
</tr>
<tr>
<td>NC Final Exams</td>
<td>Varies</td>
<td>See Testing Calendars</td>
<td>For courses carrying high school credit that do not have an End of Course Test or CTE Post-assessment, the NC Final Exam assesses mastery of content knowledge for the course.</td>
</tr>
</tbody>
</table>

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

**Questions?**

7th Grade Counselor: Frank Smith: fsmith3@wcpss.net 919-881-4874
AIG Coordinator: Carla Hassell: chassell@wcpss.net, 919-881-4881
Registrar: Ester Rosado: erosado@wcpss.net, 919-881-4870
ESL Teacher: Mike Roche: mroche@wcpss.net
Special Programs Co-Chair: Alicia Ellington at cellington1@wcpss.net
Special Programs Co-Chair: Susan Starnes a starnes@wcpss.net
Principal, Elizabeth Battle: ebattle@wcpss.net, 919-881-4860