General Program Description:

We are excited that Daniels is now a Magnet School for Global Studies and Immersion Programs. What does that mean? Daniels still has a wonderful facility. Daniels has a dedicated, experienced staff. Daniels is a diverse school with students from all over the world. Daniels has a strong history and tradition of excellence. Daniels has spent over $250,000 in the last few years on technology and all students have access to state of the art technology. Daniels has an amazing school spirit. Daniels believes in community service. There is strong communication between Daniels staff and families. There are excellent electives offered and wonderful teachers. There is strong parental involvement and an active PTA. We have strong traditions and we have talented, hard-working students. We developed our logo five years ago with the help of all stakeholders. 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 and listening), strong problem solving skills, organization and time management skills, and the ability to work with others in a team. The magnet program will add a global perspective to all classes and will allow us to develop an immersion program in both Spanish and Chinese. Students in 6th grade may take a global studies elective that will be written by our staff members. All students in 6th grade will receive information about global studies through our SMART lunch and modules offered during SMART lunch. Students who enter the immersion program will be coming from Stough ES (Chinese immersion) and Jeffrey’s Grove ES (Spanish immersion). These students will take a year-long foreign language class and will also take a Social Studies class in that same foreign language. We are excited to offer all students an opportunity to understand subjects from a global perspective and to offer our immersion students an immersion experience. 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 Mr. Daniels nautical background, Daniels has developed a nautical theme. Our Bluejacket mascot is named for navy seamen who wore Blue Jackets. The names of our teams are also nautical and currently include the Seahawks, the Admirals, and the Dolphins. 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 corridor. Daniels has been an International Baccalaureate magnet until 2012. Beginning this year, Daniels will be a Global Studies magnet and include Chinese as a course, and in 2018 will have an Immersion Program in both Spanish and Chinese.

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 in the last five years three of our Teachers of the Year have continued on to be a semi-finalist or Finalist for Wake County teacher of the Year. 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. We teach students to Do the BLUE as part of the Daniels Way, a program to develop lifelong skills in just being nice. 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. 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 two goals. Our first goal focuses on student academic progress and seeks to increase performance, specifically in math because our reading scores show high growth, of every sub group of student. To accomplish this, we have implemented Classroom Walk Through Observations, Professional Learning Communities, and cumulative exams. We also utilize SMART Lunch, Harbor Days 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.

Literacy Initiative:
Daniels has developed a literacy plan for all of its students. First and foremost, teachers will teach literacy skills, reading, annotating, surmising, 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 the Forty Book Challenge. We have developed classroom libraries in almost every class and we have a yearly book fair. 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 that 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.

Progress Monitoring:
Daniels uses a number of methods to monitor the progress of each student throughout the year. All students are tested using a program called PathDriver at the beginning of the year. This program identifies students who are ahead, at, and below grade level in both reading and math. It also gives teachers the specific objectives on which students may need additional attention. Interventions in both math and reading are provided to students based on need. Daniels also utilizes benchmark tests that are given through Wake County called Case 21. These tests are given quarterly in each core subject and allow teachers to analyze data and make sure that students are mastering each concept before end of year exams. Teachers re-teach as needed based on the outcome of these tests.

Character:
We work to ensure that our students are successful in their academics through both their skills and abilities, as well as their sense of values. We recognize students who exhibit these character traits through our character education breakfast sponsored by our PTA. One student from each team is recognized as embodying the trait. 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.
Sixth Grade Language Arts

Following the Common Core State Standards for English Language Arts, sixth graders develop skills in reading, writing, speaking and listening, and language through experience with print and digital resources. Students read a wide range of text, varying in levels of sophistication and purpose. Through print and non-print text, they develop comprehension strategies, vocabulary, as well as high order thinking skills. They read a balance of short and long fiction, drama, poetry, and informational text such as memoirs, articles, and essays and apply skills such as citing evidence, determining theme, and analyzing how parts of the text affect the whole. 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. Sixth 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 shades of meaning that affect the text they read, write, and hear. Students are encouraged to engage in daily independent reading to practice their skills and pursue their interests.

Mathematics

The study of mathematics is sequential. The level of mastery when entering Sixth Grade, along with mathematics courses taken in middle school, will determine the highest-level mathematics course a student may take in high school. Using the mathematics sequence and placing students appropriately in mathematics are, therefore, very important. We rely on 5th grade teacher recommendations as well as test score data to place students appropriately in 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.

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

Common Core Math 6
The foci of Common Core Math 6 are outlined below by domain.

Ratios and Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems.
The Number System: Apply and extend previous understandings of multiplication and division to divide fractions by fractions; multiply and divide multi-digit numbers and find common factors and multiples; apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations: Apply and extend previous understandings of arithmetic to algebraic expressions; reason about and solve one-variable equations and inequalities; represent and analyze quantitative relationships between dependent and independent variables.

Geometry: Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability: Develop understanding of statistical variability; summarize and describe distributions.

Common Core Math 6 PLUS
Common Core Math 6 PLUS is a compacted course comprised of all of the Common Core Math 6 standards and a portion of the Common Core Math 7 standards. The foci of the course are outlined below by domain.

Ratios and Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems; analyze proportional relationships and use them to solve real-world and mathematical problems.
The Number System: Apply and extend previous understandings of multiplication and division to divide fractions by fractions; multiply and divide multi-digit numbers and find common factors and multiples; apply and extend previous understandings of numbers to the system of rational numbers.
Expressions and Equations: Apply and extend previous understandings of arithmetic to algebraic expressions; reason about and solve one-variable equations and inequalities; represent and analyze quantitative relationships between dependent and independent variables.

Geometry: Solve real-world and mathematical problems involving area, surface area, and volume; solve real-life and mathematical problems involving angle and measure.

Statistics and Probability: Develop understanding of statistical variability; summarize and describe distributions.

Compacted Math 6 Plus / Math 7 Plus

Compacted Math 6 Plus / Math 7 Plus provides students a more accelerated version of the content in Math 6 Plus and Math 7 Plus. Overall, this course will include all content objectives for grade 6, grade 7 and half of the course content for grade 8. Due to the quick pace of this course, it is designed for the highly proficient and highly gifted learner. Parents and students are strongly recommended to consult with their principal, counselor and/or other appropriate school staff prior to requesting this course to gain a full understanding of its requirements.

Science

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

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

- Understand the earth/moon/sun system, and the properties, structures and predictable motions of celestial bodies in the Universe.
- Understand the structure of Earth and how interactions of constructive and destructive forces have resulted in changes in the surface of Earth over time and the effects of the lithosphere on humans.
- Understand the structures, processes and behaviors of plants that enable them to survive and reproduce.
- Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment.
- Understand the properties of waves and the wavelike property of energy in earthquakes, light and sound waves.
- Understand the structure, classifications and physical properties of matter.
- Understand characteristics of energy transfer and interactions of matter and energy.

Social Studies

Students in sixth grade will continue to expand the knowledge, skills, and understandings acquired in the fourth and fifth grade studies of North Carolina and the United States by connecting those studies to their first formal look at a study of the world. Sixth graders will focus heavily on the discipline of geography by using the themes of location, place, movement, human-environment interaction, and region to understand the emergence, expansion, and decline of civilizations and societies from the beginning of human existence to the Age of Exploration. Students will take a systematic look at the history and culture of various world regions including the development of economic, political and social systems through the lens of change and continuity. As students examine the various factors that shaped the development of civilizations, societies, and regions in the ancient world, they will examine both similarities and differences among these areas. A conscious effort will be made to integrate various civilizations, societies, and regions from every continent (Africa, Asia, Europe and the Americas). During this study, students will learn to recognize and interpret the “lessons of history,” those transferable understandings that are supported throughout time by recurring themes and issues.
**Physical Education/Healthful Living**

Healthful Living is required for all 6th 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 creating a heightened quality of life. 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 sixth grade, students will learn a variety of communication techniques that will allow them to employ critical thinking skills to make positive health decisions. Students will appraise their own health and fitness status, understand sound nutrition principles and develop sensible exercise practices. This knowledge will be applied as they demonstrate the ability to set, pursue and achieve personal health and fitness goals. Students will engage in physical activities that provide opportunities for rhythmic/dance movement, lead-up games enhancing basic sport skills, offensive and defensive game strategies, game rules/etiquette, problem solving, fair play, and sportsmanship.

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

**First in Fitness**

6th graders are invited to try-out for First in Fitness. First in Fitness is an annual competition put on by Wake County healthful living teachers. The goal of First in Fitness is to help students achieve fitness goals by compelling them to exercise. The event is run like a track meet and students from all over Wake County compete. The event is a lot of fun for the athletes and their parents. Daniels athletes have had much success in First in Fitness.

**Technology Education**

**Exploring Career Decisions**

Students will understand and be able to categorize interests, attitudes, values, personality, learning styles and skills. Through categorization, examples, and listings students will identify and understand personal qualities that make them unique individuals.

**Introduction to Computers—Keyboarding**

This course offers general keyboarding instruction that is essential to our technological society. Students will increase keyboarding skill through drill practice and reinforcement of correct techniques. Students will also learn general computer literacy, which includes terminology and proper computer care of hardware and software. Language arts skills are reinforced as students format, compose, and proofread documents. Students will learn how to use word processing software to create, format, and edit personal and business documents. Word processing concepts are presented in a method that is transferable to all subject areas.

Keyboarding allows student to develop skills in using computer systems for relevant task and an appreciation of the impact of computer systems on society and the environment.

**CTE Accomplishments:**

**CTE –Business**

CTE 100% Club- Introduction to Keyboarding (End-of-Year proficiency exam % passing curriculum)

CTE 100% Club- Business Computer Technology (BCT)

**CTE-Life Skills-**

(Family, Career and Community Leaders of America) FCLA Chapter placed in the regional and national competitions

**CTE-Technology**

Robotic Programs recipient of the Against All Odds award at the regional competition
Foreign Language

Daniels offers a choice of three foreign languages—Chinese, 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 placement test 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.

Beginning Chinese—Semester
This course is an introduction Chinese language course for students who have none or little prior experience in the language. It is to develop students’ four skills of listening, speaking, reading, and writing the Chinese language, as well as gaining understanding of Chinese culture. Pinyin (phonetic symbols) will be used as a supplementary tool to learn the spoken language. Students will be asked to recognize either simplified or traditional form characters from memory. This course will follow National Standards for Foreign Language Education.

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

Beginning French—Semester
This course is an introduction to French language and culture. Major topics include greetings, colors, numbers, classroom objects, calendar and holidays, seasons and weather expressions, the family, and food and meals. Basic conversational communication is developed as well.

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, band, orchestra, and chorus students will have at least one performance.

Beginning Band—Year Long
Sixth grade is the only time Beginning Band is offered at Daniels Middle School. Incoming 6th graders need NO prior musical experience to succeed in beginning band. Band is split into two classes; woodwinds/percussion and brass/percussion. Students may choose to play flute clarinet, alto saxophone, trumpet, trombone or percussion in Beginning Band. The number of alto saxes and percussion players is limited to support a well balanced ensemble. Percussion begins on mallets and will add in snare pad and other percussion instruments in late October/early November. There will be a parent meeting in August to discuss equipment rental options. Scholarship instruments are on a first come, first serve basis.

Beginning Band students are taught fundamental basics for a performing instrument-posture, playing position, breath support, quality tone production. Focus on fundamental music theory is also included-reading notes and rhythms on a staff, building a common vocabulary, and learning the signs and symbols of music. Beginning band students perform three evening concerts throughout the school year.

If you have questions, please contact Audrey Yosai at ayosai@wcpss.net. Please check out our Website at http://danielsband.weebly.com/

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)
Perform at Football and Basketball games to support athletic teams (Pep Band)
Perform at Open Houses and Blue Jacket Jamboree (Jazz Band)
Beginning Chorus 9 weeks
Sixth Grade Chorus is a trimester-long course open to any Sixth Grade student. Throughout the course, students will learn proper vocal techniques 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 trimester. If you have questions, please contact Diane Petteway at dpetteway@wcpss.net.

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 Exploratory: 9 weeks
Visual Arts Exploratory in the Sixth Grade is a nine week course that focuses on elements of art and their relationship to a variety of media such as pencil, paint, markers, colored pencils, charcoal and chalk, and processes such as basic drawing and shading techniques. Projects may include a 13 page color booklet, shading and visual texturing, pastel or picture painting. If you have questions, please contact Melanie Walker at mwalker3@wcpss.net.

Arts Accolades:
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: Mrs. 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

Other Electives

NEW! Global Awareness: The global studies course focuses on the study of global issues and the global decision making processes for addressing them. Issues such as poverty, human rights, health and disease, hunger, war and conflict, population and environment are investigated. Students become involved in analysis and creative problem solving in relation to current international issues. Cultural understanding is developed.

World Awareness: This course focuses on twentieth century themes in the American nation. Selections from the series, A History of US (Author Joy Hakim), will be used to energize and engage students in American History as they study the significant people, places, and events that impacted our nation in the twentieth century. A curriculum guide is available for this class. This elective is highly recommended for all students as excellent preparation for high school social studies.

Map Study: Introduce students to the concept of scale through maps and globes. Discuss with students the types and uses of models. Scale drawing activities for middle school students enforce a variety of skills and knowledge including artistic ability, and spatial awareness. Students will play games using maps and will read maps from all over the world as well as look at different types of maps.

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 manipulatives to build understanding of mathematical concepts and the use of cooperative and individual activities that practice and strengthen grade level skills and ability in mathematics. Technology, reading and writing for greater understanding in mathematics will be incorporated where appropriate.
**Reading Acceleration and Support**: Available for grades 6, 7, and 8, this course is designed for students who need additional instruction and support in fluency and comprehension building, vocabulary building, and reading skills. Direct strategy instruction will occur with extended opportunities for guided reading practice with both fiction and nonfiction text. Students will have the opportunity to self-select texts and set individual reading goals. Instructional strategies will include teacher reads aloud, paired reading, guided reading, literature circles, and building of independent reading time. Students also spend time on individualized computer programs to strengthen fluency and comprehension skills.

**Reading Enrichment and Extension**: Available for grades 6, 7, and 8, this course is designed for grade level or above readers. Students will have the opportunity to read from all genres to further increase their reading comprehension, vocabulary, and high order thinking skills. There will be opportunities for students to self-select reading materials, both fiction and nonfiction; set individual reading goals; engage in author and genre studies; and read collaboratively in literature circles, reader’s theater, or Paideia seminar formats.

**Science Lab**: What Is Science? Why Hands-on? Science is not just a collection of facts. Facts are a part of science. We all need to know some basic scientific information: water freezes at 32 degrees Fahrenheit (or 0 degrees celsius), and the earth moves around the sun. But science is much more. It includes: Observing what’s happening; Predicting what might happen; Testing predictions under controlled conditions to see if they are correct; and Trying to make sense of our observations.

**Storytelling**: Students will read contemporary and classical short stories and study writing styles, plot development, characterization, and other elements of short fiction. To apply their knowledge and skills, students will have opportunities to write short stories and tell their stories for a variety of audiences. Emphasis on process writing and critical reading are the instructional foundations for this course.

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

Daniels Middle School was the first English as a Second Language program in Wake County. Since 1978, hundreds of students from more than fifty countries, speaking over forty languages, have enriched the academic and social life of the school. The Limited English Proficient (LEP) students at Daniels come from a variety of backgrounds. Some are immigrants; others are refugees who have fled their homes in fear of persecution; some are from families who work at international companies and are here for a short period of time; and others have parents who are visiting faculty members at local universities. No matter what the background, every LEP student makes a distinct contribution to the tapestry of experiences and viewpoints represented at Daniels. LEP students receive instruction in English as a Second Language, 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 Novice High to Intermediate High on the reading section of the IPT. This is a course of intermediate English for limited English speakers. Instruction concentrates on the acquisition of spoken language skills, grammar, reading comprehension, and writing skills. American culture is often used for the content of reading selections and class discussions. Students are also made aware of global connections, both past and present, of the topics studied.
**Academically or Intellectually Gifted Program (AIG)**

At the Middle School level, screening and placement for the Academically or Intellectually Gifted Program occurs as appropriate and on an individual basis. Teachers 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 sixth 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 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.

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 if you have questions.
**Testing**

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>
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<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 - 8th</td>
<td>See Testing Calendars</td>
<td>Assesses mastery of grades 6-12 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.

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

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