

FREDERICK COUNTY PUBLIC SCHOOLS

*Middle School Guide*

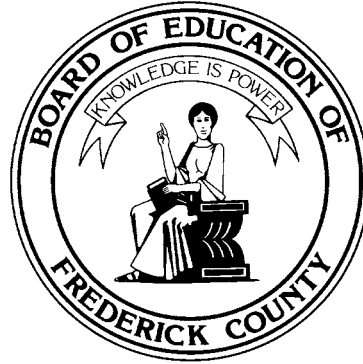
FOR  
PARENTS & STUDENTS



2008-2009



# BOARD OF EDUCATION OF FREDERICK COUNTY



A CURRENT LIST OF  
BOARD OF EDUCATION MEMBERS  
AND OFFICERS, LIAISON, AND STUDENT REPRESENTATIVE  
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DR. LINDA D. BURGEE, SUPERINTENDENT  
SECRETARY – TREASURER TO THE BOARD

WE SET THE STANDARDS FOR PUBLIC EDUCATION

*The Frederick County Public Schools does not discriminate in admissions, access, treatment, or employment in its programs and activities on the basis of race, color, gender, age, national origin, religion, sexual orientation or disability.*



# THE VISION AND STRATEGIC GOALS OF THE BOARD OF EDUCATION OF FREDERICK COUNTY

## **OUR MISSION IS WORKING TOGETHER TO EDUCATE EACH CHILD AND PROMOTE SUCCESS**

### **OUR VISION**

*The Board of Education members adopted this statement to describe their vision of our school system, now and for the future. It serves as a guide for setting the goals and implementing the strategies that will provide the best education possible to Frederick County's students.*

Education is the foundation of our community. The Frederick County public school system educates its students to become caring, respectful, and responsible citizens and family members.

Students look forward to school each day. They take full advantage of the rigorous academic curricula and strive to develop their talents. They utilize the power of technology to explore a world of new ideas and information. They acquire the knowledge and skills to achieve and the confidence to succeed, and are rewarded with a wide choice of offers from higher education and employers.

Outstanding applicants compete to join our system. Employees enjoy the respect of students and the community, opportunities for professional growth, and recognition for their contributions to our system. They value each student and create a learning climate where students can reach for their dreams.

Parents, public officials, businesses and citizens actively support our commitment to challenge all students to achieve their potential. The Board of Education and school system staff embrace the community's contributions and are responsible stewards of its resources.

Parents choose to send their children to our schools. Businesses and families move to Frederick County because of our schools. Other school systems emulate us.

-- Adopted August 1998 by the Board of Education

### **OUR STRATEGIC GOALS**

The Frederick County Public Schools (FCPS) will establish an environment that capitalizes on all children's natural curiosity, nurtures their desire to learn, and respects their individual learning styles. To provide such an environment:

1. All students will demonstrate the knowledge and skills necessary to meet graduation standards and achieve their potential.
2. All schools will be safe and inviting, with a climate that fosters learning and character development.
3. All employees will be highly qualified, motivated and effective.
4. All sectors of the community will be engaged in the education of our children.
5. FCPS will advocate for adequate resources to achieve these goals and manage these resources in a publicly accountable and cost-effective manner.



**MIDDLE SCHOOL DIRECTORY\***  
**ADDRESS, TELEPHONE, FAX,**  
**PRINCIPAL, ASSISTANT PRINCIPALS, COUNSELORS, AND HEALTH ROOM STAFF**

<b>MIDDLE SCHOOL</b>	<b>TELEPHONES AND FAX</b>	<b>PRINCIPAL AND ASSISTANT PRINCIPAL(S)</b>	<b>COUNSELOR(S)</b> ★Chairperson ✔11 Month Counselor	<b>HEALTH ROOM STAFF</b>
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\*November 2007



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## PARENT INTRODUCTION TO THE MIDDLE SCHOOL PROGRAM OF STUDY

Middle schools are not just *in the middle* of the educational K-12 continuum; they are at the *center* of the continuum. In Frederick County, the middle school includes grades six through eight, but the programs and experiences that successfully address the characteristics and needs of the students of a school are more important than grade structure. Effective middle schools assist students in making comfortable transitions as they first enter and then leave the school. Students evolve from the dependency associated with elementary school to the more independent nature of most high school students. The middle schools are not, therefore, mere *connectors* between elementary and high schools. They have a distinct mission tailored to the diverse needs of early-adolescent students. The quality of student experiences during the middle learning years greatly influences students' academic and personal lives as well as the quality of life for society.

Education during the middle grades requires a delicate balance. Middle school education derives its special character from a deliberate attempt to recognize and respond to the developmental challenges of early adolescence: the need for intellectual growth balanced with the need for acceptance and sense of self, the desire for both freedom and structure, and the tendency to regress to the simplicity of childhood, while progressing into the complexity of adulthood.

To assist students in meeting the challenges of a rapidly changing global society, the middle school core academic program emphasizes high expectations, mastery of essential skills, intellectual exploration, and development of critical thinking skills, as it fully prepares students for academic and career choices in high school. The middle school curriculum provides concrete activities while developing abstract concepts with a focus on essential skills and essential knowledge, responsible citizenship, character development, and a lifestyle valuing wellness and aesthetics. The content of the curriculum is intellectually challenging, integrative, and exploratory to enable students to understand the relationships within and across subjects and to apply their skills and knowledge in *real life* situations.

To ensure success for all students, varied teaching and learning approaches are used in conjunction with assessment and evaluation that promote learning. Effective methods of grouping and instruction capitalize on the enthusiasm and energy that typify the age group. Active teaching and active learning, structured movement, project and group work, differentiated assignments that reflect students' interests and abilities, hands-on activities, and the use of educational technology are strategies vital to effective instruction. Approaches that provide for individual student participation, recognition, and accomplishment are used in instructional and school activities.

Effective middle schools are structured to accommodate student diversity. Student needs are met through such practices as flexible scheduling, teaming, teacher advisory or other student-support systems, grouping strategies, tutoring, mentoring, integration of curricula, and exploratory courses. Programs and policies that foster health, wellness and safety and comprehensive guidance and support services are an integral part of the middle school program.

Increased flexibility and control at the individual school level provide the structure whereby each school can make decisions on how best to meet the targets and standards for its respective student population. A key element in this local decision making is the preparation, selection, development, and evaluation of staff who educate early adolescents. Teachers and others understand and anticipate the needs of early adolescents and the perceived challenges and pressures associated with those needs.

Helping students make successful transitions from elementary to middle and middle to high school is one of the goals of an effective middle school program. In preparation for the requirements and choices of high school, middle school students work with teachers, counselors, parents, and the community to begin the process of selecting and completing their intended career plan. Schools within geographic areas work together to provide seamless services to ease students' transitions throughout their public educational experience.

Parents must be engaged in the education of young adolescents. Each middle grades school connects the school and the family through a comprehensive program to keep parents informed and involved in their children's education, and to involve parents in school-improvement activities and school governance. This involvement is essential for the development of mutual respect and trust between parents and staff that is crucial for the successful education of adolescents.

We encourage volunteers, including parents and other citizens, to be actively involved with the school to strengthen educational programs for early adolescents. Partnerships and collaborative programs with businesses, community agencies, and other community groups also strengthen and enrich educational programs, services and experiences.

Frederick County Middle Schools' vision is to create small personalized learning communities that foster the intellectual, physical, emotional, social and character development of all students.

## OVERVIEW OF THE ESSENTIAL CURRICULUM

The middle school curriculum is organized and delivered in structures that enable students to meet specific outcomes and expectations, and reflects the developmental characteristics of early adolescents.

Frederick County's System for Effective Instruction describes the essential learner behaviors, discipline goals, and course objectives required for integration of instruction and learning. Each level and grade of schooling, beginning in kindergarten, uses the foundation of individual courses and subjects to build toward mastery of the following essential learner behaviors by graduation:

- **Effective communication**
  - Listen and read for a variety of purposes
  - Speak and write clearly and effectively
  - Use a variety of media, tools and technology
- **Problem solving and critical thinking**
  - Use skills and strategies to evaluate information and ideas
  - Develop solutions and conclusions based on analysis of data and concepts
  - Make decisions based on logical criteria
  - Support solutions and conclusions with details and evidence
- **Social cooperation and self discipline**
  - Complete short-term and extended tasks
  - Actively contribute in a variety of cooperative work settings
  - Recognize and accept the consequences of individual and group actions
- **Responsible citizenship in the community and environment**
  - Demonstrate knowledge about diverse geographic and cultural communities
  - Apply concepts and principles of ecology to the resolution of environmental problems
  - Apply concepts and principles of service learning through active involvement in community issues
- **Lifelong learning**
  - Recognize, practice and evaluate the elements of artistic expression
  - Recognize, practice and evaluate the elements of health and wellness
  - Develop, implement and monitor an ongoing career plan

## TESTING PROGRAMS IN THE FREDERICK COUNTY PUBLIC SCHOOLS

*A number of important testing programs assist teachers and students in evaluating their progress:*

- **MARYLAND SCHOOL ASSESSMENT (MSA)**

The Maryland School Assessment (MSA) tests reading and math achievement to meet the testing requirements of the federal No Child Left Behind Act. These tests are given each year in early spring in reading and math at grades 3 through 8. Tests in science will also be given in grades 3, 5, and 8 in late spring.

Parents receive home reports after each testing cycle that give the student's proficiency status (advanced, proficient, or basic) and the scale score for each test. Parents can visit [www.mdreportcard.org](http://www.mdreportcard.org) for more information and school results.

- **FREDERICK COUNTY'S CRITERION- REFERENCED EVALUATION SYSTEM (CRES)**

FCPS uses the locally developed CRES testing program to determine how well students have mastered our essential curriculum through daily instruction. The assessments generally consist of a variety of formats, and include both selected response (multiple choice) and constructed response (essay and short answer) items. CRES results are used to ascertain students' and schools' progress toward meeting accepted standards for student performance and to establish the steps necessary to improve instruction and performance. Student report cards provide parents with information about their children's progress on CRES. Results for individual schools and the school system as a whole are published in the annual FCPS Progress Report.

- **HIGH SCHOOL ASSESSMENTS**

The Maryland High School Assessments (HSA) are challenging tests that raise standards and enhance the value of the Maryland high school diploma. Beginning with the Class of 2009, students must pass the HSAs in order to receive a Maryland high school diploma.

The Maryland High School Assessments (HSA) are end-of-course exams that students take at the completion of four core subjects (English 10, algebra/data analysis, government and biology).

Middle school students enrolled in algebra/data analysis will take that HSA at the end of the course. Although they will not be required to pass the tests in order to be promoted to the next grade, students will be required to pass the test before graduating.

Parents receive home reports after each testing cycle that give the student's pass/fail status and the scale score. Parents can visit [www.HSAexam.org](http://www.HSAexam.org) for more information.

## Play an Active Role in Education:

Decades of research show that parent, family and community involvement go hand-in-hand with student success. That's why FCPS offers so many ways for you to get involved.



*Stay in touch with your  
child's school*

- Reach teachers directly by phone & email
- Leave personalized voicemail messages
- Attend parent-teacher conferences
- Read school newsletters & flyers
- Get grades & homework reports online
- Volunteer at or partner with a school



*Watch  
FCPS-TV,  
Cable 18*

- Get snow closing & other emergency bulletins
- Meet the people inside FCPS
- Go inside the classroom
- Visit schools with the Superintendent
- Explore lifestyle tips for children & teens



*Visit  
[www.fcps.org](http://www.fcps.org)*

- Get student forms
- Explore your school's profile & Web site
- See test & enrollment data
- Review policies & procedures
- Find news, reports & more



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- And much more!



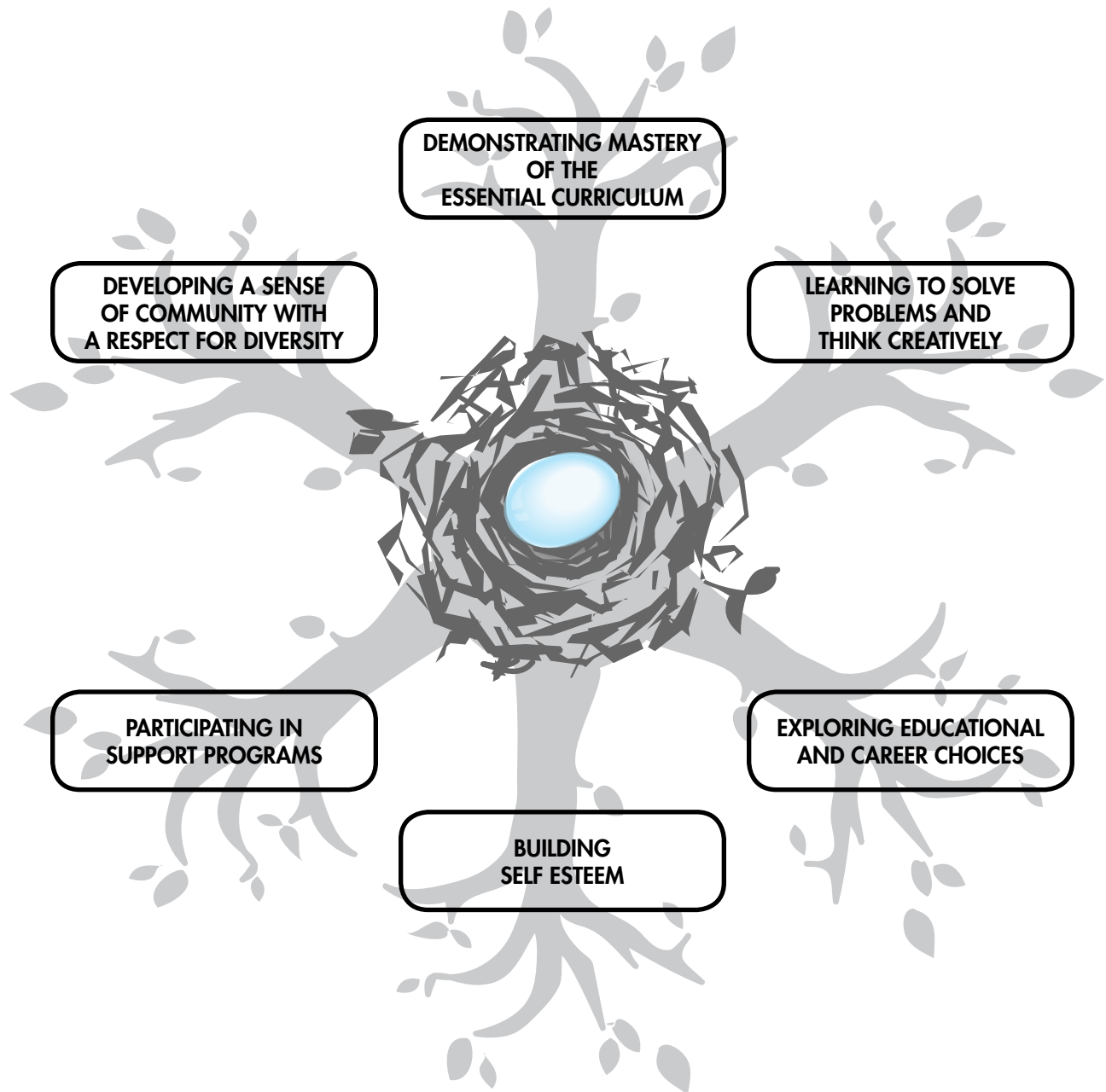
# What Is a Middle School?



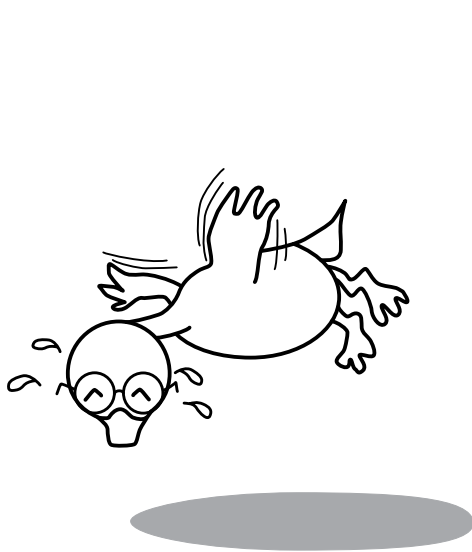


# THE MIDDLE SCHOOL FOCUS

*GRADES 6 – 7 – 8*

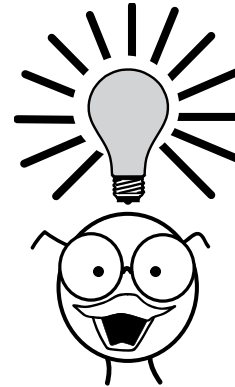
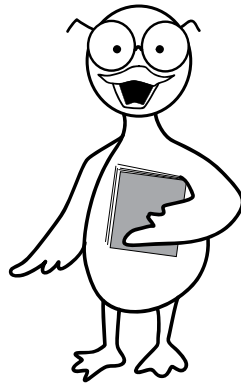


# YOUR MIDDLE SCHOOL CHILD



## PHYSICAL

- HAS INCREASED ENERGY
- DEVELOPS PERSONAL AWARENESS
- EXPERIENCES RAPID PHYSICAL CHANGE



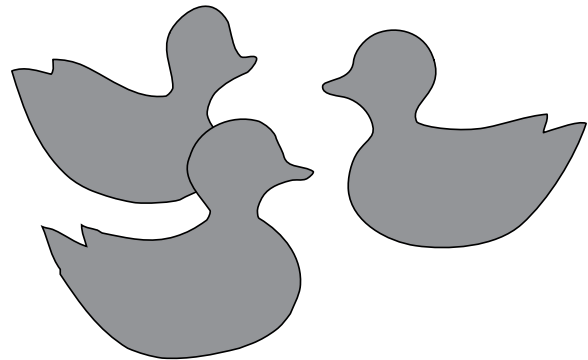
## INTELLECTUAL

- PREFERS A WIDE RANGE OF INTELLECTUAL PURSUITS
- LIKES ACTIVE LEARNING EXPERIENCES
- BEGINS ABSTRACT THINKING
- QUESTIONS HIS/HER WORLD



## EMOTIONAL

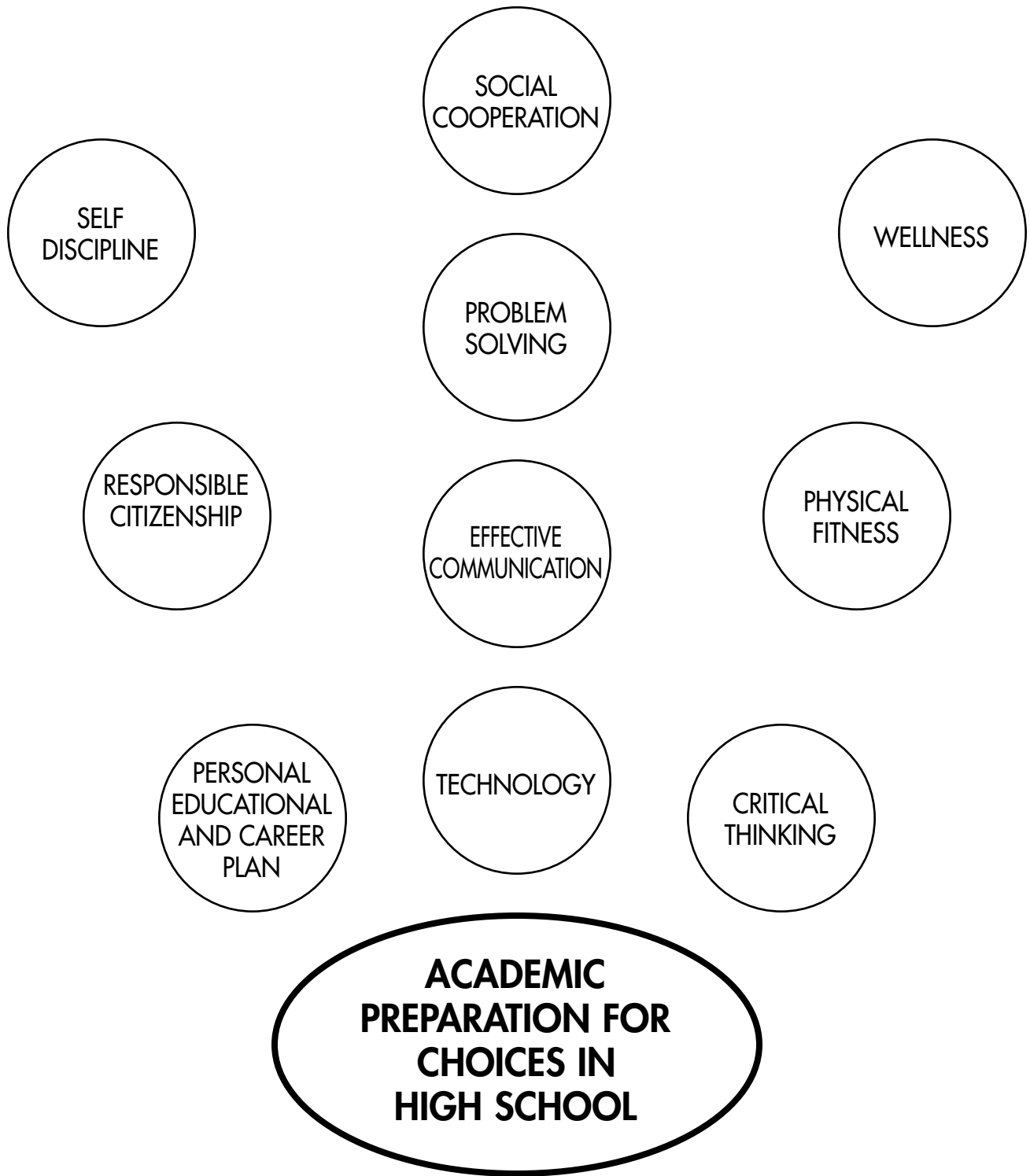
- SEEKS INCREASED INDEPENDENCE
- TENDS TO BE SELF-CONSCIOUS AND SENSITIVE
- EXPERIENCES EMOTIONAL UPS AND DOWNS
- DEVELOPS PERSONAL VALUES SYSTEM
- BUILDS PERSONAL AND ACADEMIC SELF ESTEEM



## SOCIAL

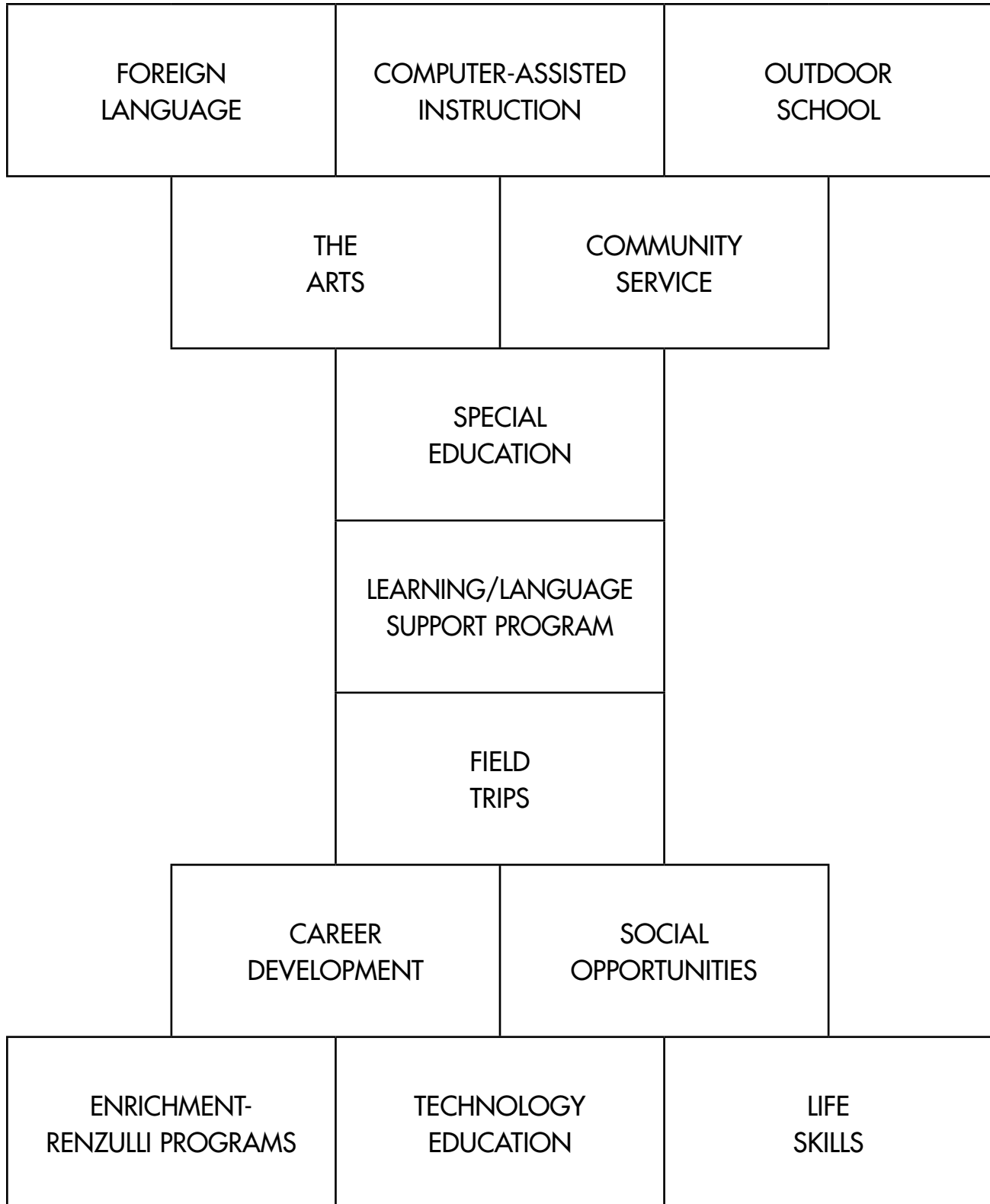
- DISPLAYS STRONG NEED FOR PEER APPROVAL
- WANTS RECOGNITION FOR EFFORT AND ACHIEVEMENTS
- MODELS A VARIETY OF BEHAVIORS
- EXPERIMENTS WITH SLANG, FADS AND NEW PEER RELATIONSHIPS
- LEARNS TO WORK COOPERATIVELY

# LEARNING TARGETS

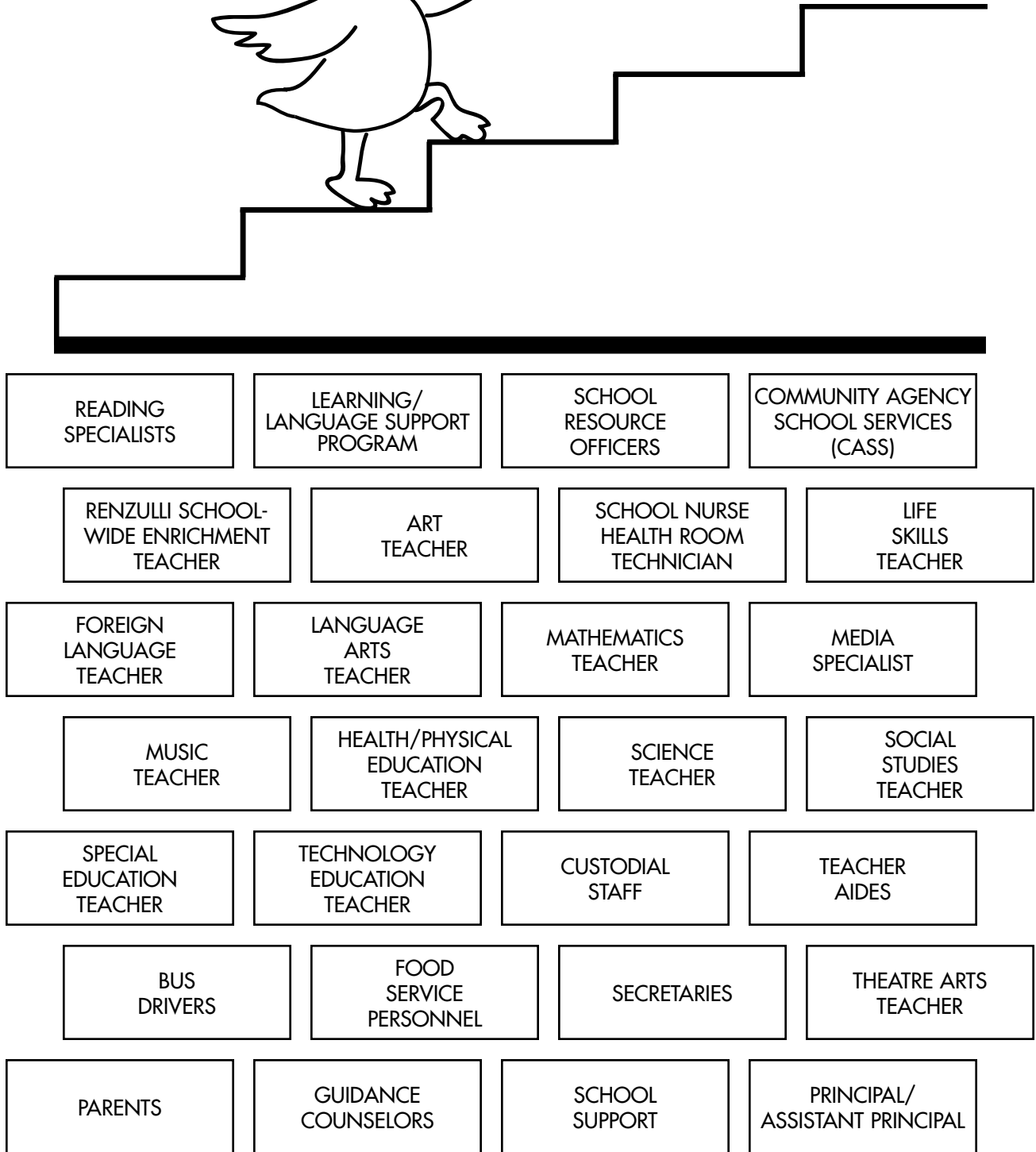
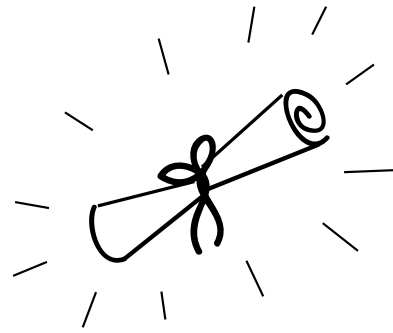
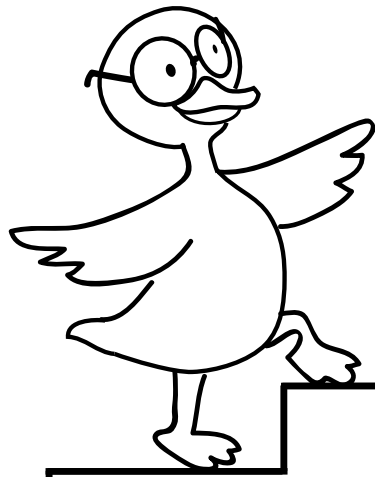


# LEARNING OPPORTUNITIES TO SUPPORT ACADEMIC CORE CURRICULUM

(Language Arts, Mathematics, Social Studies, Science)



# THE MIDDLE SCHOOL TEAM PROVIDES A STRONG BASE FOR STUDENT SUCCESS





*What Support Services  
Are in a Middle School?*





## MIDDLE SCHOOL GUIDANCE AND COUNSELING SERVICES

- Middle school guidance counselors provide a broad range of services to their students. The middle school counselor helps students with developmental issues, academic guidance and interpersonal concerns. The counselor does this by assisting students in building self esteem, developing social skills, learning good decision-making skills, developing self awareness, setting academic goals and preparing for careers and the world of work. The counselor works with students individually as well as in groups to help them recognize and use their capabilities in academic, social and personal areas.
- The school counselor ensures that each middle school student has selected a tentative post-secondary focus such as one of the following: 1) University Completer, means meeting the basic entrance requirements for the University of Maryland; 2) Career and Technology Completer, which means completing a core of courses and electives in a career and technology field that prepares the student for further study and/or work in that career field; or 3) Dual Completer, which means that the student is taking a rigorous academic program meeting university requirements while also taking a Career and Technology Education Completion program. The counselor draws on state-of-the-art methods for career counseling that include the BRIDGES Program, which is a computer program that allows the student to search for a career, search for appropriate post-secondary educational opportunities and develop a four-year plan of study for high school. The four-year plan prepares the student for the next steps the student will take following high school graduation.
- Students' developmental needs in academic, career and interpersonal skills areas are addressed comprehensively and systematically through the Guidance Curriculum.
- Each student throughout the middle school years participates in classroom and small group units designed to help all students develop their academic, interpersonal and decision-making skills. Each student meets at least once a year with his or her counselor for a brief but comprehensive review of progress. The highlights of this meeting are recorded and given to the student to share with parents.
- Counselors assess the need for, refer to and coordinate the services of those who provide special interventions both in the school system and community. Students who need more in-depth career and aptitude assessments and/or psychological cognitive evaluations are referred to appropriate providers. Students who lack motivation and might be at risk for dropping out are counseled to find a reason for continuing educationally. Counselors provide additional services for those students having difficulty adjusting to programs. In the event of students demonstrating serious needs in coping with any area of the school community, counselors do crisis intervention and coordinate services with community agencies. These coordination activities could include the early intervention of Community Agency School Services (CASS), Department of Rehabilitation Services, the Developmental Disabilities Administration, the Department of Social Services, Mental Health, Juvenile Services, special education, private service providers and others. Counselors always work closely with and take the lead from the family in providing special services for students.
- Parents are encouraged to contact their school counselors for information or a private meeting to address their child's needs.

## **MIDDLE SCHOOL HEALTH SERVICES**

The Middle School Health Services Program is designed to help children stay healthy and in school by providing a variety of services. The school health services team which is hired and supervised by the Frederick County Health Department, is composed of a registered nurse and a health room technician.

The registered nurse, who works in more than one school, performs in-depth health assessments, assists families in finding medical or other needed services, and serves as a resource to school personnel regarding health concerns. The nurse also serves as part of a multi-disciplinary school team whose purpose is to maximize the health and learning of each student by promoting a healthy environment, health instruction, improved nutrition, and early identification and intervention for special needs. Under the direction of the registered nurse, the health technician remains in the health room to provide emergency treatment of major and minor accidents and illnesses, administer medications and perform selected treatments. There is no charge for school health services. School personnel and parents are encouraged to talk with the school health staff regarding any student health concerns.

## **STUDENT SUPPORT SERVICE**

The student support program is designed to help students who may require special assistance to succeed in middle school.

The student support teacher works with a relatively small caseload of students with behavioral problems. This case load enables the student support teacher to work with those students who need daily intervention to experience success in school. The student support teacher works with the family and teaches the student to develop a plan that will enable the student to be successful.

## **SPECIAL EDUCATION SERVICES: AN INTERDISCIPLINARY APPROACH**

Through the Special Education Child Find process, every child suspected of having an educational disability that requires special education and related services is entitled by law to an educational evaluation. Each area of suspected disability is assessed by a qualified examiner.

An Individualized Education Program (IEP) team is available in every Frederick County public school. A child may be referred to the team by a parent or guardian, a school administrator, an educator or a health professional. A screening meeting will be held to determine if assessments are needed. After the parent or guardian has given permission for an initial evaluation, the school has 60 days from the date of parental consent to complete the evaluation and reconvene. If the team determines that a child is eligible for special education services, an IEP is developed by the school IEP team. The team includes a school administrator, the student's parent or guardian, the special education teacher, general classroom teacher, related service provider(s) and other individuals who have knowledge or special expertise regarding the student. The student may also attend the meeting, as appropriate.

The IEP contains annual goals and short-term instructional objectives for the student's special education program. It also describes the student's continued participation in the general education curriculum. The IEP is reviewed at least annually at an IEP team meeting.

Beginning when a student is 14, or younger if appropriate, and updated annually, the IEP must include a Transition Plan that focuses on the student's post-secondary goals, transition activities, and interagency linkages.

You may contact the office of Special Education at 301-644-5281 if you have any questions regarding special education in Frederick County Public Schools.

## **THE RENZULLI SCHOOLWIDE ENRICHMENT PROGRAM**

The Renzulli Schoolwide Enrichment Program is available in each county middle school, and provides students with opportunities to enrich and extend their regular classroom studies. All interested middle school students may participate in this program through a variety of learning activities, guest speaker programs, field trips, and exploratory lessons designed to stimulate interests and develop thinking skills.

Middle school students who demonstrate advanced performance in a particular subject, or who wish to explore a special area of interest, may meet with the Renzulli resource teacher to plan and conduct individual or small group investigations. These research-based investigations provide students with opportunities for intensive problem solving and exploration, while requiring a strong commitment to independent work and following through to a completed product.

A variety of classroom visitations and orientation programs are provided in each school to familiarize students with the program. Students or parents who desire additional information about participation should contact the school's Renzulli resource teacher.

## **COMPUTER-ASSISTED INSTRUCTION**

Computer-assisted instruction is an integral part of the educational program at all grade levels. Students in grade six are introduced to the fundamentals of computer science, and students in all grades use computer technology as appropriate in all subject areas.

## **TUTORING FOR STUDENTS**

All of the middle schools have some allotted time during the school week to tutor students. Teachers, or the school adult tutor, may work with individuals or in small groups for additional special instruction. Often, students who receive such attention may either have need for reteaching for better understanding or have some other special need that cannot be accommodated during the regular class time.

## **STUDENT SERVICE-LEARNING**

Student Service-Learning is integrated into the curriculum in the core academic subjects of language arts, math, social studies and science in grades 6-8 as part of the FCPS plan to address the Maryland graduation requirement. Middle school courses with integrated Student Service-Learning are listed on page 54.

Service-Learning is an instructional strategy that enriches learning by engaging students in meaningful service to their communities through integration with established curricula and learning objectives. It also reinforces the values of caring, responsibility and good citizenship and is compatible with the *Character Counts!* initiative.

Student Service-Learning should include preparation, action and reflection and may include direct service (face to face), indirect service (channeling resources) or advocacy (lending support for a cause).

FCPS recognizes *Meritorious Service* for individual student service that takes place beyond the traditional school day. A middle school student who performs 25 hours of service outside the classroom prior to leaving 8th grade may earn a *Meritorious Service* certificate. Additionally these hours will transfer to high school and be counted toward the 75 hour High School *Meritorious Service* certificate. Each middle school has a Student Service-Learning contact person who facilitates the *Meritorious Service* program.

## **FINANCIAL ASSISTANCE**

Students or parents/guardians may contact the school principal if assistance is needed in paying for supplies or materials or paying fees associated with any class offered at a Frederick County Public School.

## **PARENTS AS PARTNERS TEN WAYS TO BECOME A PARTNER IN THE MIDDLE SCHOOL**

The involvement of parents in the education of their child is as important in the middle school years as it was in the elementary school. There are many ways to be involved. The most important way is to share with your child the importance of education and to take an active interest in what your child is doing in school. To succeed in school, your child needs to have your support. Parents show support by:

1. Seeing that your child attends school every day, being absent only when absolutely necessary
2. Encouraging your child to do his or her best every day, follow school rules, and support and respond to teachers
3. Providing a time and place for your child to complete homework assignments and asking to see assignment sheets and completed homework assignments
4. Serving on the School Improvement Team (SIT) or other decision-making group
5. Staying in contact with the school by telephone, note or email. (Do not hesitate to call your child's teacher if you have questions about school and homework.)
6. Reviewing progress reports from the school carefully with your child and, if necessary, helping your child establish goals for improvement
7. Calling the school to arrange for a parent conference when needed
8. Attending Open Houses and Parent Conferences
9. Joining the PTA in your school
10. Asking about, and becoming involved in, the Adult Volunteer Program

## **ADULT VOLUNTEERS**

In Frederick County, adult volunteers come from every walk of life and a variety of age groups and backgrounds. They all have one thing in common – the desire to help a child receive a quality education.

The adult volunteer program at each Frederick County public school is unique to that school, and was developed in response to needs determined by the school’s teachers, administrators and support staff.

Volunteers in the instructional area work directly with students to reinforce the curriculum being taught by a teacher. Instructional volunteers include tutors, guest speakers and resource persons.

Volunteers in the non-instructional areas provide assistance in such places as lunch rooms, school offices, libraries, playgrounds and field trips. They may also provide support for a club or school activity, or may serve on an advisory committee, as appropriate.

## **MIDDLE SCHOOL LITERACY SPECIALISTS**

A literacy specialist is available in each of Frederick County’s middle schools. This specialist has advanced training in reading and provides teachers, students, and parents with assistance in promoting that skill. The literacy specialist works under the guidance of the Curriculum Specialist for Secondary English/Language Arts and the school principal. The literacy specialist has many duties within his/her building. These include:

- Coordinate, organize, and facilitate school-wide reading achievement
- Provide reading-related staff development to the school community
- Test for reading interventions, including Learning/Language Support programs
- Work on a short-term basis with targeted students
- Assist in the development of IEP and ILP goals in reading
- Serve as reading “expert” and liaison throughout the school community

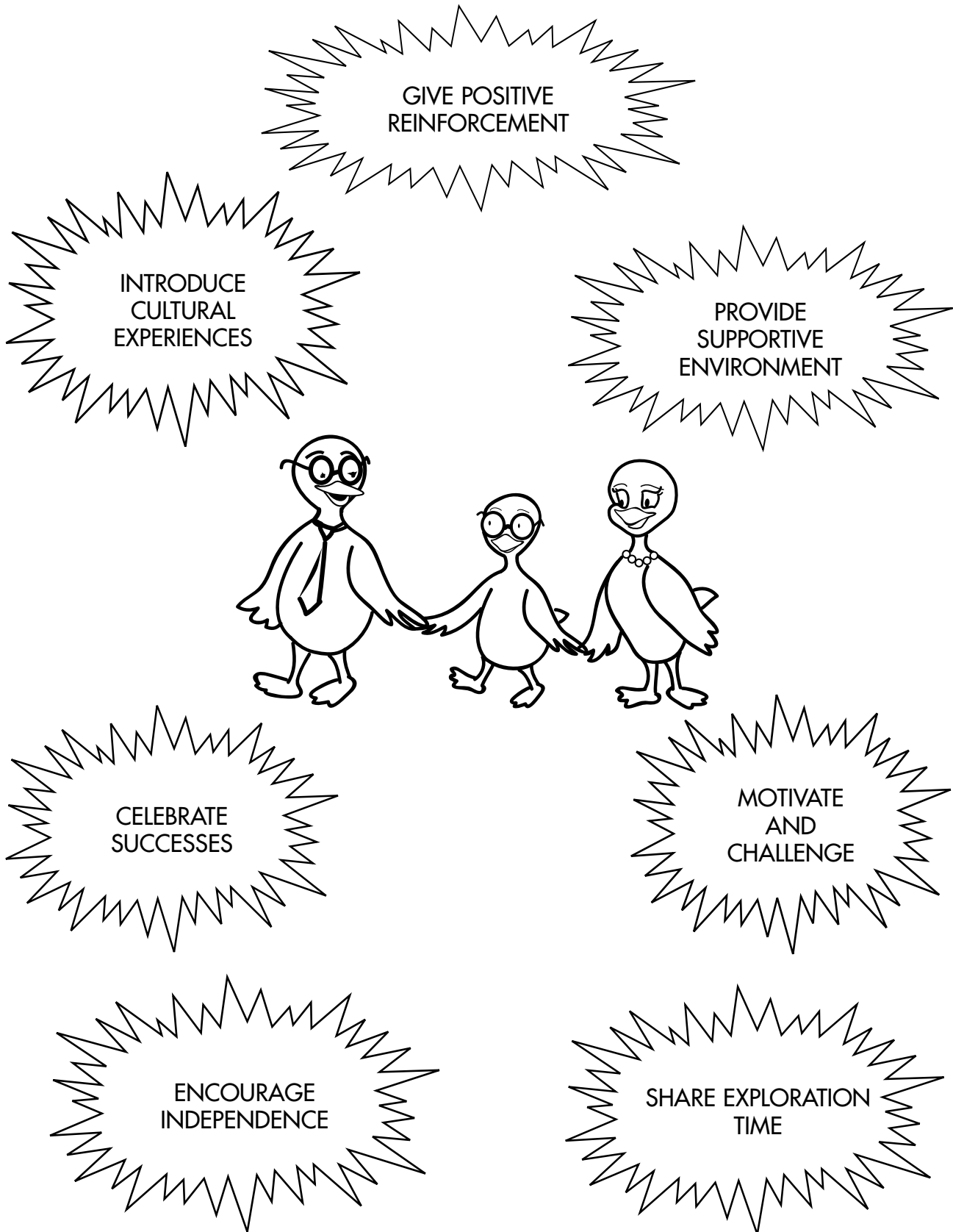
## **MIDDLE SCHOOL READING INTERVENTION PROGRAM**

Reading Intervention services are available to selected students in all of Frederick County’s middle schools. Teachers trained to support identified reading needs of students provide instruction and practice in the application of skills and strategies necessary for content courses. Through the use of a balanced literacy model based on the *Voluntary State Curriculum* and the FCPS on-grade level curriculum, students acquire requisite literacy skills.

## **MIDDLE SCHOOL LEARNING/LANGUAGE SUPPORT PROGRAM**

The Learning/Language Support Program is available in all of Frederick County’s middle schools. This program provides decoding instruction to those students who require a structured, sequential, multi-sensory, phonics-based course. Students are typically enrolled in an L/LS course when this support is required.

# ROLES OF PARENTS



How Is a  
Middle School Organized?





## **THE SCHOOL DAY**

Middle schools have flexibility in providing educational programs for their students. Teachers and teaching teams may vary instructional time and assistance to best promote learning by the students they serve.

Students will usually have the equivalent of two periods of language arts and math instruction each day. The remainder of the day provides instructional time for science, social studies, physical education, music/performing arts and another class.

## **INTERDISCIPLINARY TEAMS**

Frederick County middle schools are organized by interdisciplinary, grade-level teams. Time is provided during the school day for teachers to plan learning experiences that integrate skills and content disciplines.

Teachers, guidance counselors, school support teachers, special education teachers and administrators meet frequently with the teams to plan strategies to provide for individual student needs.

## **ACADEMIC GROUPS FOR MIDDLE SCHOOL STUDENTS**

Students are recommended for either Honors, Merit or Directed academic groups based on work habits, predicted language arts and math placement at the end of the school year, and term grades in language arts, math, social studies and science.

Academic placements are determined through a collaborative process that involves teachers, counselors, administrators and parents. Heterogeneous (mixed-level) grouping in social studies and science has been the Board of Education approved mode of instruction for several FCPS middle schools.

# THE TRANSITION PROCESS

The activities listed help make the transition from elementary and middle school easier for students, provide consistency throughout the county and promote clear communications among teachers, students and parents.

## Transition of Students to the Middle School

### STEP 1

Elementary and Middle Teachers Meet

#### Objectives:

1. Share operational and organizational patterns of the sixth grade.
2. Review grade 5 instructional objectives and learning strategies.
3. Review and share middle school scheduling procedures.

### STEP 2

Fifth Grade Parent Meeting with Middle School Staff Representatives

#### Objectives:

1. Provide information to parents about the placement process in middle school.
2. Inform parents that they will receive placement letters.
3. Explain options parents have in placement decisions.

### STEP 3

Review of Instructional Level Placement Recommendations

#### Objectives:

1. Elementary teachers review recommendations made by middle school staff.
2. Elementary and middle school staff representatives meet to resolve placement concerns.

### STEP 4

Orientation Day for Fifth Grade Students at the Middle School

#### Objectives:

1. Introduce fifth grade students to their new school building and staff.
2. Communicate expectations for middle school academic work and behavior.

### STEP 5

Orientation Night

#### Objectives:

1. Introduce the middle school facility, philosophy and staff to parents.
2. Discuss and clarify instructional program expectations for middle school students.
3. Answer parent questions related to middle school.

### STEP 6

Back-to-School Night for Parents of All Middle School Students

#### Objectives:

1. Provide specific information about the middle school program and scheduling.
2. Answer parent questions related to the middle school.
3. Meet the school staff.

*What Courses will a  
Middle School Student Take?*





## MIDDLE SCHOOL CURRICULAR PROGRAM

The opportunity for mastery of basic skills and application of knowledge across disciplines throughout middle school is important for early adolescents.

Student selections and schedules at each grade level are designed to provide age- and ability-appropriate, core academic, exploratory and elective courses.

- Core Academic courses integrate prior knowledge with new concepts and skills. They are a base from which applied learning can be fostered.
- Exploratory courses are interdisciplinary; working in conjunction with grade-level subjects, they provide a “why” for learning in a variety of content areas while introducing critical thinking and problem solving strategies.
- Elective courses offer options for students to actively develop or pursue individual interests, skills or talents while reinforcing essential learner behaviors and expanding core concepts.\*

Through carefully planned course requirements all students will study languages, social studies, life skills, art, music, mathematics, science, technology, health and physical education. Through this study, they will increase their ability to listen, speak, read, write, observe and problem solve. The middle school program also provides students the opportunity to appreciate the contributions of others in our multicultural society. Students will learn to gather and use information more easily and analyze ideas more critically.

Some students elect to take courses required for high school graduation during their middle school years. Students may earn high school credit provided the student passes the course and passes the final CRES (Criterion Referenced Evaluation System) exam. To qualify for high school credit, these courses must have the same expectations, curriculum and final exams as the equivalent courses taught in the high school.

**Students who complete these courses by passing the course and the CRES exam will automatically be granted high school credit. The grade and the credit will be part of the high school transcript.**

**It is a graduation requirement that students earn credit for *Algebra I with Data Analysis*. In addition, students must PASS the State HSA in Algebra. It is important that parents and students work closely with the teacher and guidance counselor for appropriate and required course selection each school year.**

Career development in the middle school is a component of a lifelong process of learning that has its roots in an individual’s pre-school years and continues through adulthood. Middle school students work with counselors and teachers in preparation for the requirements and choices in high school as well as options in and beyond post-secondary education. Experiences planned in exploratory, and some core and elective, programs assist students in the process of identifying interests and completing foundation studies related to a variety of career options. Parents are cautioned that some courses build on each other from year to year.

The middle school program is designed to combine application of knowledge with basic skills. Students are provided with opportunities that foster the discovery and exploration of talents and personal interests. The combination of curricular experiences planned for each middle school student is designed to encourage the student to “learn for a lifetime.”

\* Elective course offerings are dependent on student enrollment and staffing. Usually there must be 15 students enrolled in a class before it is offered.

## THE MIDDLE SCHOOL PROGRAM OVERVIEW

<b>6th Grade Program*</b>	<b>7th Grade Program*</b>	<b>8th Grade Program*</b>
Required Core Courses	Required Core Courses	Required Core Courses
Language Arts	Language Arts	Language Arts
Mathematics	Mathematics	Mathematics
Physical Education	Health/Physical Education	Health/Physical Education
Science	Science	Science
Social Studies	Social Studies	Social Studies
Exploratory (Required) (18 weeks each)	Exploratory (Required) (18 weeks each)	Full Year-Electives (Elect 2)
Integrated Studies	Creative Arts	Band
Life Skills	Technology in Careers	Chorus
Full-Year Electives (Elect 1)	Full-Year Electives (Elect 1)	Foreign Language Exploratory
Band	Band	French I, and II
Beginning Band	Chorus	German I, and II
Chorus	Communication Techniques	Latin I, and II
Music Performance Lab	Foreign Language Exploratory	Spanish I, and II
Orchestra	French I	Life Skills in Society
Technology Exposition	German I	Music Performance Lab
Theatre Arts	Latin I	Orchestra
Visual Arts	Spanish I	Problem-Solving Skills
Foreign Language Exploratory	Life Skills in the Family	Theatre Arts
	Music Performance Lab	Visual Arts
	Orchestra	
	Theatre Arts	
	Visual Arts	

- \* Students take all required **Core** courses
- \* Students take both **Exploratory** courses for 18 weeks each
- \* Foreign Language Exploratory in grades 6, 7 and 8 is the same course and may be taken only once.
- \* Please note, it may be necessary to pull your child from an elective or exploratory for additional tutoring or instruction in one or more of the core subjects and/or in reading.

**REQUIRED CORE COURSES****6011 LANGUAGE ARTS (HONORS)****6012 LANGUAGE ARTS (MERIT)****6013 LANGUAGE ARTS (DIRECTED)\***

Emphasis is on increasing student facility with strategic reading processes to promote reading comprehension skills when students read for information and for literary experience. Students also focus on improving writing and language skills through completion of multiple compositions in a variety of genres and for a multitude of purposes (with an emphasis on narrative and informative writing). Grammar, spelling, vocabulary, research, speaking, and listening skills are also taught and practiced throughout the course. Students read and write daily, with a balance of brief and extended texts read and composed.

**6331 INTRODUCTION TO ALGEBRA AND GEOMETRY – PART 1 (HONORS)**

This course for academically talented students emphasizes the full range of skills and concepts essential for a firm foundation in the higher-level mathematics needed for algebra and geometry. Topics include the study of patterns and functions, algebraic expressions and inequalities, linear relationships, properties of geometry, data interpretation and analysis, and the processes of mathematics such as reasoning, explanation and justification in problem solving.

**6332 MATH (MERIT)**

Fundamental skills in mathematical computation and reasoning are emphasized to prepare students for study in advanced mathematics. Topics include number computation and fractions and decimals, study of linear equations, the application and use of formulas, applications with geometric relationships, and the processes of mathematics such as reasoning, explanation and justification in problem solving.

Students who successfully complete this course will continue their study of mathematics with Math (Merit) in grade 7, Pre-Algebra in grade 8, and Algebra I in grade 9.

**6333 MATH (DIRECTED)**

Enrollment in this course is a school-based placement decision. The course content is the same as Math Merit. Academic assistance, and/or pacing of coursework, will be determined by students' Individual Learning Plans.

*\* Directed Language Arts is a below-level course; therefore, students placed in the Directed level are provided with additional instructional supports to allow for placement in an on-grade level course for the following academic year. Students placed in the Directed level for Language Arts may be required to take additional courses in reading or Language Arts, and therefore, may have a reduced choice of elective or exploratory courses.*

## **GRADE 6**

### **REQUIRED CORE COURSES**

#### **6801 PHYSICAL EDUCATION**

Students in grade six will learn how to develop an acceptable level of fitness through an understanding of the components of fitness, and an appreciation of the lifelong value of fitness. Students will be involved in active, positive learning experiences with a focus on goals that are challenging but attainable. Students will develop physical skills and acquire a knowledge of and an appreciation for efficient and creative movement through participation in a sequential program of varied activities.

Students are involved in regular activities designed to improve individual fitness levels and are tested quarterly on the Frederick County fitness standards. Students gain an understanding of physical fitness benefits and values. In addition, students learn, practice and execute basic skills specific to a wide range of individual and team sports. The students also learn rules and strategies of sports and fitness activities.

Physical education classes emphasize and expect students to demonstrate good sportsmanship, self-control and respect for others. Students set goals, apply fitness concepts to daily lives and solve tasks through independent thinking.

#### **6207 SCIENCE\***

Students in the sixth grade science program begin an integrated study of the life, Earth and physical sciences. The students continue their development of science concepts and process skills as they undertake three major modules of study based on real-world applications of science concepts. In the Water Module, students identify and explore the various properties of water and recognize the importance of water resources. The Human Body Module focuses on how body systems maintain a state of balance. Students investigate the operation and interactions of the body systems. The Interdependence Module examines patterns and relationships in ecosystems and explores the dynamic nature of ecosystems.

An environmental field experience is provided by the Outdoor School staff. This environmental study will give students the opportunity to apply many of the concepts investigated in the classroom to a real-world setting.

#### **6107 EASTERN CULTURAL GEOGRAPHY\***

Students will identify the relationships between available resources and climate and the culture humans create. The study of these relationships includes specific areas, cultures and time periods from the non-Western world including Africa, Asia and the Middle East. Students will examine the history of many civilizations and the economic, political and social systems that made them possible. This class will begin the application of the five themes of geography: location, place, human-environment interaction, movement and region.

*\* While units of study and the essential curriculum are the same for all levels, teaching methods may vary by level. Mixed-level grouping has been Board of Education approved mode of instruction for several FCPS middle school courses.*

**REQUIRED EXPLORATORY COURSES (18 weeks each)****6941 INTEGRATED STUDIES\***

This course is an educational foundation for sixth graders as they make the transition to middle school. It provides students with the opportunity to learn and apply the research process to secondary-level education and beyond. The skills and strategies mastered in the course will prepare students for the high school research graduation requirement. Topics of study include: gathering information, project planning, utilization of technology, presentation of projects using a variety of media, study skills as they relate to organization of research, and an introduction to keyboarding. Skills utilized in this course are integrated with and support the other middle school courses so students can apply their research skills to all areas of study.

**6921 LIFE SKILLS\*\***

Life Skills is the first of several Family and Consumer Sciences course offerings. This course is designed to help the student develop critical thinking skills in order to make wise decisions to promote personal wellness, growth and positive self-esteem. Students are introduced to cooking, and hand and machine sewing skills with emphasis on reading to perform a task. Opportunities are provided for the students to practice decision-making strategies in the areas of nutrition, family life and substance abuse education. The hands-on activities allow students to build on individual strengths, as they become responsible citizens in the home, school and community. Life Skills provides opportunities for 6th grade students to practice skills that will last a lifetime.

*\* Enrollment in Integrated Studies may be adjusted to meet the challenges and/or support necessary to effectively address the needs of individual students' abilities. In its place, with sufficient enrollment and staffing, principals may offer a half year Exploratory Foreign Language class.*

*\*\* Participation in the Family Life component of this course requires parental permission.*

## GRADE 6

### ELECTIVE COURSES (Full Year - Choose 1)

*Please note: Some students may be occasionally taken out of these classes in order to receive tutoring or additional instruction in one or more of the core subjects.*

#### 6506 BEGINNING BAND

Beginning Band is offered to students who want the opportunity to begin the study of instrumental music, perhaps after some exploration at the elementary school. The band director will guide each student in selecting an appropriate instrument. ***Each student is responsible for obtaining the instrument before the opening of school; in addition, each student must obtain required music books and supplies as announced by the director.*** Besides ensuring that a student knows about techniques needed to perform music accurately and effectively, the band director will help each student to develop the specific skills required to play music on a woodwind, brass or percussion instrument. Daily practice is required of all students so that they can master the sixth-grade essential curriculum for instrumental music. Students are required to attend and participate in school programs. In addition to developing high levels of performance quality, students will experience balanced instruction that includes studying music from the historical, aesthetic and critical perspectives.

#### 6503 BAND

Band is designed for students who have successfully completed prior instrumental instruction at the elementary school level. Students enrolling in Band will continue to develop the basic skills and knowledge necessary to perform music (on instruments commonly found in bands) in unison and in an ensemble. ***Each student is responsible for obtaining his/her instrument before the opening of school; in addition, each student must obtain required music books and supplies as announced by the director.*** Students are required to attend and participate in school programs. They will also have the opportunity to participate in music auditions, adjudications and festivals. The band will practice, rehearse and perform a variety of grade I band music. In addition to developing high levels of performance quality, students will experience balanced instruction that includes studying music from the historical, aesthetic and critical perspectives.

**NOTE:** Students with no prior instruction in instrumental music should enroll in Beginning Band (6506) if that course is available; they may enroll in Band (6503) if Beginning Band is not available.

#### 6504 ORCHESTRA

Orchestra is open to students who have successful, prior experience with string instruments from their elementary school music instruction, as well as students who are interested in beginning string instruction. Students enrolling in Orchestra will develop the basic skills and knowledge necessary to perform music (on string instruments commonly found in orchestras) in unison and in an ensemble. ***Each student is responsible for obtaining his/her instrument before the opening of school; in addition, each student must obtain required music books and supplies as announced by the director.*** Students are required to attend and participate in school programs. They will also have the opportunity to participate in music auditions, adjudications and festivals. The orchestra will practice, rehearse and perform a variety of grade I orchestral music. In addition to developing high levels of performance quality, students will experience balanced instruction that includes studying music from the historical, aesthetic and critical perspectives.

## ELECTIVE COURSES (Full Year - Choose 1)

*Please note: Some students may be occasionally taken out of these classes in order to receive tutoring or additional instruction in one or more of the core subjects.*

### 6505 CHORUS

Chorus is open to students who have successful, prior experience with vocal music from their elementary school music instruction, as well as students who are interested in beginning vocal music instruction. Students enrolling in Chorus will develop the basic skills and knowledge necessary to perform music in unison and in an ensemble; they will focus on proper breathing, posture, enunciation, intonation and expression. They will also concentrate on two-part singing, simple sight-reading and rhythm reading. ***Each student is responsible for obtaining required music books, supplies and items necessary for concert dress as announced by the director.*** Students are required to attend and participate in school programs. They will also have the opportunity to participate in music auditions, adjudications and festivals. The chorus will practice, rehearse and perform a variety of choral music and styles, including classical, jazz, spiritual and pop. In addition to developing high levels of performance quality, students will experience balanced instruction that includes studying music from the historical, aesthetic and critical perspectives.

### 6508 MUSIC PERFORMANCE LABORATORY

This year-long elective course covers the elements of music and applies this information through the use of hands-on experiences with a variety of classroom instruments. These instruments may include guitar, electronic keyboards, hand bells, recorders, Orff instruments (i.e., xylophone, marimba), computers and other musical media. Performance quality will be reinforced through balanced instruction that includes studying music from a historical, aesthetic and critical perspective.

### 6650 FOREIGN LANGUAGE EXPLORATORY (FLEX)

Foreign Language Exploratory provides students with the opportunity to explore, on a limited basis, the four foreign languages that are offered sequentially for high school credit starting in grades 7 and 8: French, German, Latin, and Spanish. During the course, students will: (a) acquire an understanding of how to be a successful foreign language student, (b) learn to communicate in each language on a very minimal level, (c) learn some important cultural information about the people who speak/spoke each language, (d) discuss how their own language developed and how each of the four foreign languages studied has influenced English, and (e) explore some basic elements of sign language. Throughout the course, students will also have the opportunity to complete a project pertaining to each language studied.

*It is recommended that all students have at least one foreign language experience during middle school.*

### 6971 TECHNOLOGY EXPOSITION

Technology Exposition is an activity-based, student-centered program that utilizes tools, materials and processes to foster students' problem-solving skills as they produce a variety of interdisciplinary projects. The relevant application of computers and computer science will be integrated into student assignments along with career exploration.

## **GRADE 6**

### **ELECTIVE COURSES (Full Year - Choose 1)**

*Please note: Some students may be occasionally taken out of these classes in order to receive tutoring or additional instruction in one or more of the core subjects.*

#### **6520 THEATRE ARTS**

Students will experience a variety of the performing arts. Students are expected to participate in a number of activities which may include singing, dancing, acting, announcing, stage crafts, improvisations, mime and scenes. Students enrolled in this course may be expected to participate in one or more productions that would integrate all of the material learned during the course.

#### **6530 VISUAL ART**

Students will create and explore art techniques, styles, cultures and visual qualities of two- and three-dimensional artworks. Students will develop fundamental art skills in areas such as drawing, painting, printmaking, graphics, crafts, sculpture and architecture. Projects may allow students to integrate visual art skills with academic themes. Originality, effective communications, problem solving, critical thinking, social cooperation, self-discipline and community/environmental issues will be involved in the lessons. In this course students will develop personal expression through their enjoyment of art.

## ENGLISH LANGUAGE LEARNER (ELL) PROGRAM

The English Language Learner (ELL) program is designed to help students with a primary home language other than English learn to speak, understand, read and write English. ELL students are placed in one of five language proficiency groups. These groups are low beginning ELL, high beginning ELL, low intermediate ELL, high intermediate ELL, or advanced ELL. Students spend a minimum of one period a day improving their English language skills and their skills in various content areas. The ELL class may replace the language arts class initially, and the curriculum for those classes is closely aligned with the mainstream curricula and the National K-12 Teachers of English to Speakers of Other Languages Standards. The primary goals of the ELL program are to help children learn English as quickly as possible, to prepare students to participate successfully in mainstream classes, and to achieve success on state-mandated assessments. All ELL students will attend West Frederick Middle School, an ELL magnet center, or Monocacy Middle School.

*NOTE: All placements for English Language Learner (ELL) classes will be made by the appropriate guidance counselor, ELL teachers, and the ELL Registrar from the International Office. The LAS Links Language Proficiency Assessment and middle school math placement assessment are important tools used during this placement process. The International Office is located on the Rock Creek School campus.*

### **BEGINNER/ADVANCED BEGINNER ELL PROGRAM**

**Grades 6-8**

#### **1440 ELL ENGLISH LANGUAGE I**

The beginner and advanced beginner ELL program is offered to all middle school students with little or no proficiency in English based upon state-mandated language proficiency assessments. These classes offer intensive instruction in oral and written English language and reading skills. They are aligned with the FCPS mainstream curriculum and TESOL's ESL Standards.

### **INTERMEDIATE ELL PROGRAM**

**Grades 6-8**

#### **1640 ELL ENGLISH I**

The intermediate ELL classes build on the English language skills acquired in beginning ELL classes. They focus on developing the students' cognitive academic language proficiency; these language skills are crucial for success in other academic classes. They are aligned with the FCPS mainstream curriculum and TESOL's ESL Standards.

### **ADVANCED ELL PROGRAM**

**Grades 6-8**

#### **1840 ELL ENGLISH 2**

The advanced ELL classes prepare students for transition and complete immersion into mainstream academic classes. The classes are aligned with the essential curricula in related areas and TESOL's Standards. Special attention to state-mandated assessments is emphasized.

## GRADE 7

### REQUIRED CORE COURSES

#### 7011 LANGUAGE ARTS (HONORS)

#### 7012 LANGUAGE ARTS (MERIT)

#### 7013 LANGUAGE ARTS (DIRECTED)\*

Emphasis is on increasing critical reading comprehension skills when students read for information and for literary experience. Students also focus on improving writing and language skills through completion of multiple compositions in a variety of genres and for a multitude of purposes (with an emphasis on informative and persuasive writing). Grammar, spelling, vocabulary, research, speaking and listening skills are also taught and practiced throughout the course. Students read and write daily, with a balance of brief and extended texts read and composed.

#### 7331 INTRODUCTION TO ALGEBRA AND GEOMETRY PART II (HONORS)

This course for academically talented students extends the skills and concepts presented in the Introduction to Algebra and Geometry I course taken in the sixth grade. Topics include the study of patterns and functions, solving equations and inequalities, analysis of geometric relationships, data interpretation, data analysis and theoretical and experimental probability and the processes of mathematics such as reasoning, explanation and justification in problem solving. Students successfully completing this course and Introduction to Algebra and Geometry Part I with a “C” or better will be considered for grade 8 Honors: Algebra I with Data Analysis.

#### 7311 ALGEBRA I WITH DATA ANALYSIS (ACCELERATED) \*\*

This course is a full-year study of Algebra I. The language of higher mathematics is introduced through an intensive study of algebraic notation, symbolism and methods of solving problems. Topics include simplifying expressions, solving linear equations, distributive factoring, working with linear and nonlinear functions, inequalities, systems of linear equations, and data analysis. Students will use graphing calculators.

The prerequisite for Algebra I in grade 7 is high achievement in Introduction to Algebra and Geometry, Part I and other criteria. Placement in this accelerated course is by school recommendation only.

This course is the first in the sequence of high school courses for college-bound students. It is also offered in grade 8 and high school. The high school mathematics course sequence of Algebra I, Geometry with Reasoning, Algebra II prepares students for the skills needed to succeed in Advanced Placement coursework such as Calculus and Statistics, and prepares students for solid achievement on the recommended college assessments such as the SAT and the ACT.

\* Directed Language Arts is a below-level course; therefore, students placed in the Directed level are provided with additional instructional supports to allow for placement in an on-grade level course for the following academic year. Students placed in the Directed level for Language Arts may be required to take additional courses in reading or Language Arts, and therefore, may have a reduced choice of elective or exploratory courses.

\*\* Students passing this course and passing the final exam may receive high school credit. Passing the State Algebra Exam (HSA) and receiving high school credit for this course is a graduation requirement.

**REQUIRED CORE COURSES****7332 MATH (MERIT)**

A strong academic foundation in problem solving and application of mathematical process is given in this course. Topics include the study of patterns and functions, algebraic expressions and inequalities, linear relationships, properties of geometry, data interpretation and analysis, and the processes of mathematics such as reasoning, explanation and justification in problem solving.

**7333 MATH (DIRECTED)**

Enrollment in this course is a school-based placement decision. The course content is the same as Math Merit, however academic assistance and/or pacing of coursework will be determined by the student's Individual Learning Plan.

**7801 PHYSICAL EDUCATION**

In physical education, students are involved in regular activities designed to improve individual fitness levels and are tested quarterly on the Frederick County fitness standards. Students gain an understanding of physical fitness benefits and values. In addition, students learn, practice and execute basic skills specific to a wide range of individual and team sports. The students also learn rules and strategies of sports and fitness activities.

**7802 HEALTH EDUCATION**

Health education encourages students to develop knowledge, skills, attitudes and behaviors that enable them to make responsible decisions about health. In addition to learning about verbal and non-verbal communication, students learn how families, peers, personal goals and other factors influence their decisions and the consequences that these decisions may have. Students study the physical and psychological effects and potential dangers of tobacco, alcohol and inhalants along with eight ways to resist and refuse peer pressure. During the Family Life/HIV prevention unit (parental permission required) students learn about the changes that occur in puberty, that they occur at different times, and that they are normal and experienced by everyone. Students become aware of the existence of birth control and sexually transmitted diseases including HIV/AIDS.

**7207 SCIENCE\***

The seventh grade science program continues the integrated study of life, Earth and physical sciences. Each of the three seventh grade modules builds upon and extends the concepts developed in the sixth grade modules. In the Resource Management Module students continue to explore resource management through the investigation of various management practices including agriculture, forestry, mining and man-made natural recycling processes. The Dynamic Earth Module examines the physical aspects of the dynamic interactions between the land and the oceans on Earth. The Vulnerability Module explores interactions between organisms and environments that influence populations. As a part of this module, students may explore the environmental issues related to the Chesapeake Bay. All three modules of study emphasize the understanding and application of classroom concepts to the real world in which the student lives.

*\* While units of study and the essential curriculum are the same for all levels, teaching methods may vary by level. Mixed-level grouping has been Board of Education approved mode of instruction for several FCPS middle school courses.*

## GRADE 7

### REQUIRED CORE COURSES

#### 7107 WESTERN CULTURAL GEOGRAPHY\*

This course will build upon and apply the five themes of geography begun in the sixth grade. Students will examine prominent historical eras and the economic, political and social systems that have adapted to and evolved within the different geographic regions of North, South, and Middle America, and Europe. The combined study of geography, culture and history from the Greeks through the Middle Ages and exploration of the New World establishes the background for the study of United States history in grade 8.

### REQUIRED EXPLORATORY COURSES (18 weeks each)

#### 7905 CREATIVE ARTS

In this required 18-week exploratory course, seventh grade students explore the four major art forms: visual art, music, theatre and dance. They develop an understanding of the creative arts as important parts of history, culture and the human experience. They learn how people of all cultures use the arts to express themselves and to communicate about themselves to others. Using several historical and multicultural strands to integrate material and experiences from the four art forms, the curriculum provides students with the opportunity to identify and nurture their individual creative potential. Creative Arts emphasizes learning and using core knowledge through a balanced instructional approach. Some traditional reading, writing and research strategies, using print and audio-visual sources as well as the full range of available technology, are balanced with a variety of integrated production and performance experiences in one or more of the four art forms.

#### 7972 TECHNOLOGY IN CAREERS

This course allows students to actively explore the systems used in designing and utilizing technology to solve problems. Through a series of authentic, challenging design briefs, students will use their ingenuity, academic skills and concepts to create solutions to technological problems. Students will communicate and defend their efforts in solving problems through presentations that combine technology with the written and spoken word. The course will facilitate career exploration through carefully planned hands-on activities and community connections relevant to career pathways (Arts & Communication, Business & Management Systems, Health Services, Human Services, Industrial & Engineering Technology, and Natural Resources & Agriculture).

*\* While units of study and the essential curriculum are the same for all levels, teaching methods may vary by level. Mixed-level grouping has been Board of Education approved mode of instruction for several FCPS middle school courses.*

## ELECTIVE COURSES (Full Year - Choose 1)

*Please note: Some students may be occasionally taken out of these classes in order to receive tutoring or additional instruction in one or more of the core subjects.*

### 7503 BAND

Band is open to students who have successfully completed prior instrumental instruction at the sixth grade level. Students enrolling in Band will continue to develop an increased range of musical skills and knowledge, concentrate on individual part playing, and continue to develop refined solo and ensemble performance skills. ***Each student is responsible for obtaining his/her instrument before the opening of school; in addition, each student must obtain required music books and supplies as announced by the director.*** Students are required to attend and participate in school programs. They will also have the opportunity to participate in music auditions, adjudications and festivals. The band will practice, rehearse and perform a variety of grade II band music. In addition to developing high levels of performance quality, students will experience balanced instruction that includes studying music from the historical, aesthetic and critical perspectives.

*NOTE: Students with no prior instruction in instrumental music may enroll in Band only if they have the prior, written permission of the band director.*

### 7504 ORCHESTRA

Orchestra is open to students who have successfully completed prior orchestral instruction at the sixth grade level. Students enrolling in Orchestra will continue to develop an increased range of musical skills and knowledge, concentrate on individual part playing, and continue to develop refined solo and ensemble performance skills. ***Each student is responsible for obtaining his/her instrument before the opening of school; in addition, each student must obtain required music books and supplies as announced by the director.*** Students are required to attend and participate in school programs. They will also have the opportunity to participate in music auditions, adjudications and festivals. The orchestra will practice, rehearse and perform a variety of grade II orchestral music. In addition to developing high levels of performance quality, students will experience balanced instruction that includes studying music from the historical, aesthetic and critical perspectives.

*NOTE: Students with no prior instruction in orchestra may enroll in Orchestra only if they have the prior, written permission of the orchestra director.*

### 7505 CHORUS

Chorus is open to students who have successfully completed prior instruction in chorus in the sixth grade, as well as students who are interested in beginning vocal music instruction and have prior, written approval from the choral director. Students enrolling in Chorus will continue to develop a full range of vocal skills including proper breathing, posture, enunciation, intonation and expression. They will also concentrate on three-part singing, more complex sight-reading, and advanced rhythm and melody reading. ***Each student is responsible for obtaining required music books, supplies and items necessary for concert dress as announced by the director.*** Students are required to attend and participate in school programs. They will also have the opportunity to participate in music auditions, adjudications and festivals. The chorus will practice, rehearse and perform a variety of choral music and styles (typically at grades I and II), including classical, jazz, spiritual and pop. In addition to developing high levels of performance quality, students will experience balanced instruction that includes studying music from the historical, aesthetic and critical perspectives.

## GRADE 7

### ELECTIVE COURSES (Full Year - Choose 1)

*Please note: Some students may be occasionally taken out of these classes in order to receive tutoring or additional instruction in one or more of the core subjects.*

#### 7508 MUSIC PERFORMANCE LABORATORY\*

This year-long elective course covers the elements of music and applies this information through the use of hands-on experiences with a variety of classroom instruments. These instruments may include guitar, electronic keyboards, hand bells, recorders, Orff instruments (i.e., xylophone, marimba), computers and other musical media. The course will reinforce performance quality through balanced instruction that includes studying music from historical, aesthetic and critical perspectives.

#### 7020 COMMUNICATION TECHNIQUES\*

Success in school or on the job requires the ability to communicate effectively using electronic media. In this course students will explore the growing field of modern communications. Exploration will include hands-on units in: Desktop Publishing, Engineering Drawing, Satellite Communications, and Video/Audio Production. Active involvement provides students the opportunity to interact with the latest tools (including computer applications) used to transmit ideas and support academic concepts.

#### 7221 LIFE SKILLS IN THE FAMILY\*

Life Skills in the Family is an activity-based course that applies academics to real-life situations. Students will explore Family and Consumer Science Topics such as family, child development, living environments, nutrition, food preparation, clothing and textiles. Students will have the opportunity to work as a team to prepare nutritious family meals and snacks. They will use a variety of technology that includes the construction of a machine-sewn textile project. Planning projects as a team and then implementing the task using problem-solving skills for family and living environments promote critical thinking skills. Life Skills in the Family is recommended to all students regardless of educational or career goals because all individuals are faced with the challenges of managing their personal, home, family and work lives.

#### 7650 FOREIGN LANGUAGE EXPLORATORY (FLEX)

Foreign Language Exploratory provides students with the opportunity to explore, on a limited basis, the four foreign languages that are offered sequentially for high school credit starting in grades 7 and 8: French, German, Latin, and Spanish. During the course, students will: (a) acquire an understanding of how to be a successful foreign language student, (b) learn to communicate in each language on a very minimal level, (c) learn some important cultural information about the people who speak/spoke each language, (d) discuss how their own language developed and how each of the four foreign languages studied has influenced English, and (e) explore some basic elements of sign language. Throughout the course, students will also have the opportunity to complete a project pertaining to each language studied.

*It is recommended that all students have at least one foreign language experience during middle school.*

*Students who took Foreign Language Exploratory (FLEX) in grade 6 are not eligible to take this course.*

*\* These are stand-alone courses and are not sequential with 6th or 8th grades.*

**ELECTIVE COURSES (Full Year - Choose 1)**

*Please note: Some students may be occasionally taken out of these classes in order to receive tutoring or additional instruction in one or more of the core subjects.*

**7632 FRENCH I\*\***

**7633 GERMAN I\*\***

**7631 SPANISH I\*\***

*These are the same courses offered to high school students. Students enrolling in these courses should expect a rigorous academic class with daily homework. They should also be aware that their final course grade will appear on their high school transcript and will be figured into their GPA. These courses are not recommended for students who may need additional instruction or tutoring in a required course.*

These courses begin and extend the development of the skills needed for proficiency in the target language. The target language is the principal means of communication between teacher and students. Language skills are taught within the context of the culture of the peoples who speak the target language. Students will acquire a better understanding of their own language and will have the opportunity to apply some of what they have learned in their foreign language class to other subjects. The goal of a multi-year foreign language program is to prepare students to communicate and interact in the target language.

Students completing the course with a passing final course grade and a passing grade on the end-of-year CRES assessment will be awarded high school credit.

**7634 LATIN I\*\***

*This is the same course offered to high school students. Students enrolling in Latin I should expect a rigorous academic class with daily homework. They should also be aware that their final course grade will appear on their high school transcript and will be figured into their GPA. This course is not recommended for students who may need additional instruction or tutoring in a required course.*

Latin I familiarizes students with many of the elements of Latin vocabulary and grammar. These enable them to develop the ability to read short passages in Latin, to write simple sentences in Latin, and to translate brief selected passages from Latin into English. Time is devoted to increasing students' English vocabulary through the study of English derivatives from Latin words and through their exposure to Latin expressions and abbreviations used in English. Mythology as well as Greek and Roman culture and civilization are also an important component of the curriculum.

Students completing the course with a passing final course grade and a passing grade on the end-of-year CRES assessment will be awarded high school credit.

*\*\*With sufficient enrollment and adequate staffing, schools may offer Level II Foreign Language classes in the eighth grade.*

## **GRADE 7**

### **ELECTIVE COURSES (Full Year - Choose 1)**

*Please note: Some students may be occasionally taken out of these classes in order to receive tutoring or additional instruction in one or more of the core subjects.*

#### **7520 THEATRE ARTS\***

Students will experience a variety of performing arts. Students are expected to participate in a number of activities which may include improvisations, mime and scenes. Students will also study careers in the arts. This course may require participation in one or more productions that would integrate all of the material learned during the course.

#### **7530 VISUAL ART\***

Students will create independent and challenging projects including drawing, painting, graphics, crafts, ceramics, sculpture and architecture. While students are developing their own sense of artistic style, they will also learn about design terms and art criticism. Originality, effective communications, problem solving, integration, critical thinking, social cooperation, self-discipline and community/environmental issues are involved in the lessons. Students will participate in portfolio and communication assessments. In this course, students will develop personal expression through their enjoyment of art.

*\* These are stand-alone courses and are not sequential with 6th or 8th grades.*

## ENGLISH LANGUAGE LEARNER (ELL) PROGRAM

The English Language Learner (ELL) program is designed to help students with a primary home language other than English learn to speak, understand, read and write English. ELL students are placed in one of five language proficiency groups. These groups are low beginning ELL, high beginning ELL, low intermediate ELL, high intermediate ELL, or advanced ELL. Students spend a minimum of one period a day improving their English language skills and their skills in various content areas. The ELL class may replace the language arts class initially, and the curriculum for those classes is closely aligned with the mainstream curricula and the National K-12 Teachers of English to Speakers of Other Languages Standards. The primary goals of the ELL program are to help children learn English as quickly as possible, to prepare students to participate successfully in mainstream classes, and to achieve success on state-mandated assessments. All ELL students will attend West Frederick Middle School, an ELL magnet center, or Monocacy Middle School.

*NOTE: All placements for English Language Learner (ELL) classes will be made by the appropriate guidance counselor, ELL teachers, and the ELL Registrar from the International Office. The LAS Links Language Proficiency Assessment and middle school math placement assessment are important tools used during this placement process. The International Office is located on the Rock Creek School campus.*

### **BEGINNER/ADVANCED BEGINNER ELL PROGRAM**

**Grades 6-8**

#### **1440 ELL ENGLISH LANGUAGE I**

The beginner and advanced beginner ELL program is offered to all middle school students with little or no proficiency in English based upon state-mandated language proficiency assessments. These classes offer intensive instruction in oral and written English language and reading skills. They are aligned with the FCPS mainstream curriculum and TESOL's ESL Standards.

### **INTERMEDIATE ELL PROGRAM**

**Grades 6-8**

#### **1640 ELL ENGLISH I**

The intermediate ELL classes build on the English language skills acquired in beginning ELL classes. They focus on developing the students' cognitive academic language proficiency; these language skills are crucial for success in other academic classes. They are aligned with the FCPS mainstream curriculum and TESOL's ESL Standards.

### **ADVANCED ELL PROGRAM**

**Grades 6-8**

#### **1840 ELL ENGLISH 2**

The advanced ELL classes prepare students for transition and complete immersion into mainstream academic classes. The classes are aligned with the essential curricula in related areas and TESOL's Standards. Special attention to state-mandated assessments is emphasized.

## GRADE 8

### REQUIRED CORE COURSES

#### 8011 LANGUAGE ARTS (HONORS)

#### 8012 LANGUAGE ARTS (MERIT)

#### 8013 LANGUAGE ARTS (DIRECTED)\*

Emphasis is on increasing critical reading comprehension skills when students read for information, and for literary experience. Students also focus on improving writing and language skills through completion of multiple compositions in a variety of genres and for a multitude of purposes. Students focus on how professional and student authors use literary elements and rhetorical devices to craft effective texts. Grammar, spelling, vocabulary, research, speaking and listening skills are also taught and practiced throughout the course. Students read and write daily, with a balance of brief and extended texts read and composed.

#### 8301 ALGEBRA I WITH DATA ANALYSIS (HONORS)\*\*

This course is a full-year study of Algebra I. The language of higher mathematics is introduced through an intensive study of algebraic notation, symbolism and methods of solving problems. Topics include simplifying expressions, solving linear equations, distributive factoring, working with linear and nonlinear functions, inequalities, systems of linear equations, and data analysis. Students will use graphing calculators.

This course is first in the sequence of high school mathematics courses for college-bound students. The high school mathematics course sequence of Algebra I, Geometry with Reasoning, Algebra II prepares students for the skills needed to succeed in Advanced Placement coursework such as Calculus and Statistics, and prepares students for solid achievement on the recommended college assessments such as the SAT and the ACT.

Prerequisite: Grade of “C” or better in Intro to Algebra and Geometry, Parts 1 and 2.

#### 8311 GEOMETRY WITH REASONING (ACCELERATED)\*\*

This course is a full-year study of geometry and teaches basic geometry concepts as well as logic and reasoning skills through the use of deductive and inductive reasoning. Topics include deductive reasoning, lines and angles, basic postulates and theorems, congruent triangles, transformations, inequalities, parallel lines, coordinate geometry, quadrilaterals, area, similarity, right triangles, circles, concurrence theorems, regular polygons and the circle and geometric solids. Advanced topics include transformational geometry. Students will use calculators. Prerequisite for eighth grade Geometry is high achievement in seventh grade Algebra I.

This course is second in the sequence of high school mathematics courses for the college-bound student. This course sequence of Algebra I, Geometry with Reasoning, Algebra II prepares students for the skills needed to succeed in Advanced Placement coursework such as Calculus and Statistics, and prepares students for solid achievement on the recommended college assessments such as the SAT and the ACT.

\* *Directed Language Arts is a below-level course; therefore, students placed in the Directed level are provided with additional instructional supports to allow for placement in an on-grade level course for the following academic year. Students placed in the Directed level for Language Arts may be required to take additional courses in reading or Language Arts, and therefore, may have a reduced choice of elective or exploratory courses.*

\*\* *Students passing this course and passing the final CRES exam receive high school credit. Passing the State Algebra Exam (HSA), and receiving high school credit for this course is a graduation requirement.*

**REQUIRED CORE COURSES****8302 PRE-ALGEBRA (MERIT)**

This course is a full-year study of pre-algebra. Topics include the study of patterns and functions, solving equations and inequalities, analysis of geometric relationships, data interpretation, data analysis, theoretical and experimental probability and the processes of mathematics such as reasoning, explanation and justification in problem solving. Students who successfully complete this pre-algebra course will continue their study of mathematics with Algebra I in grade 9.

**8333 MATHEMATICS (DIRECTED)**

Enrollment in this course is a school-based placement decision. The course content is the same as Math Merit, however academic assistance and/or pacing of coursework will be determined by the student's Individual Learning Plan.

**8801 PHYSICAL EDUCATION**

In physical education, students are involved in regular activities designed to improve individual fitness levels and are tested quarterly on the Frederick County fitness standards. Students gain an understanding of physical fitness benefits and values. In addition, students learn, practice and execute basic skills specific to a wide range of individual and team sports. The students also learn rules and strategies of sports and fitness activities.

**8802 HEALTH EDUCATION**

Eighth grade health education focuses primarily on mental health, family life, substance abuse prevention and nutrition. The class focus is on the prevention of the major adolescent health problems of depression and suicide, substance abuse, eating disorders, sexually transmitted diseases and pregnancy, and poor nutrition. Parental permission is required for Family Life content areas. Students, as part of the overall wellness concept, discuss the normal emotions that occur in daily life and possible ways to manage many of the everyday stresses. They learn about the relationships among the physical, emotional, social and psychological aspects of development. Students are encouraged to use decision-making skills, resistance skills and assertiveness to make wise choices about their present and future health.

**8207 SCIENCE\***

The eighth grade science program concludes the middle school integrated science study of life, Earth and physical sciences. The concepts learned in earlier grades are extended through the use of modules designed to connect to and build upon the concepts developed in the modules taught in the sixth and seventh grades. The Energy Module continues the study of resource management by investigating the development, usage and issues related to energy resource selection. The Variations Module expands the study of the diversity of life, as students explore variations in their world and investigate how the genetic code transmits information and impacts populations. Space travel is the vehicle used to continue and complete the study of interactions within a system. In the Space Module, students take an imaginary trip through the universe examining the nature and dynamics of the system, as well as recognizing the life support necessary for space travel. In each module of study, the emphasis is placed on applying classroom concepts to the real world in which the student lives.

*\* While units of study and the essential curriculum are the same for all levels, teaching methods may vary by level. Mixed-level grouping has been Board of Education approved mode of instruction for several FCPS middle school courses.*

## GRADE 8

### REQUIRED CORE COURSES

#### 8108 AMERICAN STUDIES I\*

This course examines the social, economic and political forces that shaped America from the colonial period through the late 1800s. Topics include Geography/Exploration, Colonization, the Revolution, Federal period, Expansion, Civil War, Reconstruction, and the American West. Students will learn about the Native American experience, the growth of slavery and efforts of African Americans and others to end it, the changing role of women, and the Constitutional rights and responsibilities of citizens.

*\* While units of study and the essential curriculum are the same for all levels, teaching methods may vary by level. Mixed-level grouping has been Board of Education approved mode of instruction for several FCPS middle school courses.*

## ELECTIVE COURSES (Full Year - Choose 2)

*Please note: Some students may be occasionally taken out of these classes in order to receive tutoring or additional instruction in one or more of the core subjects.*

### 8922 LIFE SKILLS IN SOCIETY\*

Life Skills in Society is a hands-on class to develop leadership and interpersonal skills for working with and for others. Projects that will benefit the community are planned with an emphasis on preparation, action and reflection. Students will use a variety of technology to complete projects. Topics include consumer education, money management, clothing and textiles, construction of a machine-sewn project, nutrition and food preparation. This elective will help students apply academic knowledge and skills to real life.

Students at select schools will work toward the American Red Cross Babysitter's Training Certificate.

### 8503 BAND

Band is open to students who have successfully completed prior instrumental instruction at the seventh grade level. Students enrolling in Band will continue to develop an increased range of comprehensive musical skills and knowledge. ***Each student is responsible for obtaining his/her instrument before the opening of school; in addition, each student must obtain required music books and supplies as announced by the director.*** Students are required to attend and participate in school programs. They will also have the opportunity to participate in music auditions, adjudications and festivals. The band will practice, rehearse and perform a variety of grade II and III band music. In addition to developing high levels of performance quality, students will experience balanced instruction that includes studying music from the historical, aesthetic and critical perspectives.

*NOTE: Students with no prior instruction in instrumental music may enroll in Band if they have the prior, written permission of the band director.*

### 8504 ORCHESTRA

Orchestra is open to students who have successfully completed prior orchestral instruction at the seventh grade level. Students enrolling in Orchestra will continue to develop an increased range of comprehensive musical skills and knowledge. ***Each student is responsible for obtaining his/her instrument before the opening of school; in addition, each student must obtain required music books and supplies as announced by the director.*** Students are required to attend and participate in school programs. They will also have the opportunity to participate in music auditions, adjudications and festivals. The orchestra will practice, rehearse and perform a variety of grade II and III orchestral music. In addition to developing high levels of performance quality, students will also experience balanced instruction that includes studying music from the historical, aesthetic and critical perspectives.

*NOTE: Students with no prior instruction in orchestra may enroll in Orchestra if they have the prior, written permission of the orchestra director.*

\* These are stand-alone courses and are not sequential with 6th or 8th grades.

## GRADE 8

### ELECTIVE COURSES (Full Year - Choose 2)

*Please note: Some students may be occasionally taken out of these classes in order to receive tutoring or additional instruction in one or more of the core subjects.*

#### 8505 CHORUS\*

Chorus is open to students who have successfully completed prior instruction in chorus in the seventh grade, as well as students who are interested in beginning vocal music instruction and have prior, written approval from the choral director. Students enrolling in Chorus will continue to develop a full range of vocal skills including proper breathing, posture, enunciation, intonation and expression. They will also concentrate on three-part and four-part singing, more complex sight-reading, and advanced rhythm and melody reading. ***Each student is responsible for obtaining required music books, supplies and items necessary for concert dress as announced by the director.*** Students are required to attend and participate in school programs. They will also have the opportunity to participate in music auditions, adjudications and festivals. The chorus will practice, rehearse and perform a variety of choral music and styles (typically at grades II and III), including classical, jazz, spiritual and pop. In addition to developing high levels of performance quality, students will experience balanced instruction that includes studying music from historical, aesthetic, and critical perspectives.

#### 8508 MUSIC PERFORMANCE LABORATORY\*

This year-long elective course covers the elements of music and applies this information through the use of hands-on experiences with a variety of classroom instruments. These instruments may include guitar, electronic keyboards, hand bells, recorders, Orff instruments (i.e., xylophone, marimba), computers and other musical media. The course will reinforce performance quality through balanced instruction that includes studying music from historical, aesthetic and critical perspectives.

#### 8650 FOREIGN LANGUAGE EXPLORATORY (FLEX)

Foreign Language Exploratory provides students with the opportunity to explore, on a limited basis, the four foreign languages that are offered sequentially for high school credit starting in grades 7 and 8: French, German, Latin, and Spanish. During the course, students will: (a) acquire an understanding of how to be a successful foreign language student, (b) learn to communicate in each language on a very minimal level, (c) learn some important cultural information about the people who speak/spoke each language, (d) discuss how their own language developed and how each of the four foreign languages studied has influenced English, and (e) explore some basic elements of sign language. Throughout the course, students will also have the opportunity to complete a project pertaining to each language studied.

*It is recommended that all students have at least one foreign language experience during middle school.*

*Students who took Foreign Language Exploratory (FLEX) in grade 6 or 7 are not eligible to take this course.*

\* These are stand-alone courses and are not sequential with electives in grades 6 and 7.

\*\* Most students take this course in eighth grade or high school. When the school recommends this course for a middle school student, high school credit is awarded provided that the student passes the course and passes the end-of-year CRES assessment.

**ELECTIVE COURSES (Full Year - Choose 2)**

*Please note: Some students may be occasionally taken out of these classes in order to receive tutoring or additional instruction in one or more of the core subjects.*

- 8632 FRENCH I
- 8635 FRENCH II
- 8633 GERMAN I
- 8636 GERMAN II
- 8631 SPANISH I
- 8637 SPANISH II

*These are the same courses offered to high school students. Students enrolling in these courses should expect a rigorous academic class with daily homework. They should also be aware that their final course grade will appear on their high school transcript and will be figured into their GPA. These courses are not recommended for students who may need additional instruction or tutoring in a required course.*

These courses begin and extend the development of the skills needed for proficiency in the target language. The target language is the principal means of communication between teacher and students. Language skills are taught within the context of the culture of the peoples who speak the target language. Students will acquire a better understanding of their own language and will have the opportunity to apply some of what they have learned in their foreign language class to other subjects. The goal of a multi-year foreign language program is to prepare students to communicate and interact in the target language.

Students completing the course with a passing final course grade and a passing grade on the end-of-year CRES assessment will be awarded high school credit.

Students wishing to be successful in level II should have received a minimum grade of C on the CRES and a C as a final course grade — preferably a B for both.

- 8634 LATIN I
- 8638 LATIN II

*These are the same courses offered to high school students. Students enrolling in Latin I or II should expect a rigorous academic class with daily homework. They should also be aware that their final course grade will appear on their high school transcript and will be figured into their GPA. This course is not recommended for students who may need additional instruction or tutoring in a required course.*

Latin I and II acquaint students with many of the elements of Latin vocabulary and grammar. These enable them to develop the ability to read short passages in Latin, to write simple sentences in Latin, and to translate brief selected Latin passages into English. Time is devoted to increasing students' English vocabulary through the study of English derivatives from Latin words and through their exposure to Latin expressions and abbreviations used in English. Mythology as well as Greek and Roman culture and civilization are also an important component of the curriculum.

Students completing the course with a passing final course grade and a passing grade on the end-of-year CRES assessment will be awarded high school credit

Students wishing to be successful in level II should have received a minimum grade of C on the CRES and a C as a final course grade – preferably a B for both.

## **GRADE 8**

### **ELECTIVE COURSES (Full Year - Choose 2)**

*Please note: Some students may be occasionally taken out of these classes in order to receive tutoring or additional instruction in one or more of the core subjects.*

#### **8931 PROBLEM-SOLVING SKILLS\***

This elective emphasizes the application of tools, materials and processes used to define and solve problems in a technology laboratory. Students focus on the integration of technology, science principles and mathematics to be inventive and apply their ingenuity. The course provides relevant experience to encourage students to use and extend academic knowledge and to explore the career clusters of the changing workforce.

#### **8520 THEATRE ARTS\***

Students will experience a variety of performing arts. Students are expected to participate in a number of activities which may include improvisations, mime and scenes. Students will also study careers in the arts. This course may require participation in one or more productions that integrate all of the material learned in the course.

#### **8530 VISUAL ART\***

Students will focus on advancement of their art skills. They will learn to develop and refine their own sense of style, originality and application of problem-solving skills in the art production and criticism process. The course will also emphasize effective verbal/written communication skills, critical thinking, integration, social cooperation, self-discipline and community/environmental issues. Students who achieve a high level of technical skill, originality, aesthetics and variety will be recognized through the Goal 1 portfolio evaluation process at the end of the year. In this course, students will develop personal expression through their enjoyment of art.

*\* These are stand-alone courses and are not sequential with electives in grades 6 and 7.*

## ENGLISH LANGUAGE LEARNER (ELL) PROGRAM

The English Language Learner (ELL) program is designed to help students with a primary home language other than English learn to speak, understand, read and write English. ELL students are placed in one of five language proficiency groups. These groups are low beginning ELL, high beginning ELL, low intermediate ELL, high intermediate ELL, or advanced ELL. Students spend a minimum of one period a day improving their English language skills and their skills in various content areas. The ELL class may replace the language arts class initially, and the curriculum for those classes is closely aligned with the mainstream curricula and the National K-12 Teachers of English to Speakers of Other Languages Standards. The primary goals of the ELL program are to help children learn English as quickly as possible, to prepare students to participate successfully in mainstream classes, and to achieve success on state-mandated assessments. All ELL students will attend West Frederick Middle School, an ELL magnet center, or Monocacy Middle School.

*NOTE: All placements for English Language Learner (ELL) classes will be made by the appropriate guidance counselor, ELL teachers, and the ELL Registrar from the International Office. The LAS Links Language Proficiency Assessment and middle school math placement assessment are important tools used during this placement process. The International Office is located on the Rock Creek School campus.*

### **BEGINNER/ADVANCED BEGINNER ELL PROGRAM**

**Grades 6-8**

#### **1440 ELL ENGLISH LANGUAGE I**

The beginner and advanced beginner ELL program is offered to all middle school students with little or no proficiency in English based upon state-mandated language proficiency assessments. These classes offer intensive instruction in oral and written English language and reading skills. They are aligned with the FCPS mainstream curriculum and TESOL's ESL Standards.

### **INTERMEDIATE ELL PROGRAM**

**Grades 6-8**

#### **1640 ELL ENGLISH I**

The intermediate ELL classes build on the English language skills acquired in beginning ELL classes. They focus on developing the students' cognitive academic language proficiency; these language skills are crucial for success in other academic classes. They are aligned with the FCPS mainstream curriculum and TESOL's ESL Standards.

### **ADVANCED ELL PROGRAM**

**Grades 6-8**

#### **1840 ELL ENGLISH 2**

The advanced ELL classes prepare students for transition and complete immersion into mainstream academic classes. The classes are aligned with the essential curricula in related areas and TESOL's Standards. Special attention to state-mandated assessments is emphasized.

## SERVICE LEARNING REQUIREMENT

Frederick County Public Schools has an infused Student Service Learning plan approved by the Maryland State Superintendent of Schools. This plan has 21 courses with service learning infused within them, 10 of which are required courses during middle school, the other 11 occur during high school. Each of these courses has approximately 4.5 hours of service learning activities infused (incorporated) within the curriculum. Below is a listing of the specific middle school courses with infused Student Service Learning.

Page	Course Number	Course Title	Credit Awarded	Grade Level
31	6011	Language Arts (Honors)	1	6
31	6012	Language Arts (Merit)	1	6
31	6013	Language Arts (Directed)	1	6
31	6331	Introduction to Algebra & Geometry – Part 1 (Honors)	1	6
31	6332	Math – (Merit)	1	6
31	6333	Math – (Directed)	1	6
32	6207	Science – (Outdoor School)	1	6
32	6107	Eastern Cultural Geography	1	6
37	1440	ELL English Language I	1	6-8
37	1640	ELL English I	1	6-8
37	1840	ELL English 2	1	6-8
38	7011	Language Arts (Honors)	1	7
38	7012	Language Arts (Merit)	1	7
38	7013	Language Arts (Directed)	1	7
38	7331	Introduction to Algebra & Geometry Part II (Honors)	1	7
38	7311	Algebra I with Data Analysis (Accelerated)	1	7
39	7332	Math – (Merit)	1	7
39	7333	Math – (Directed)	1	7
39	7107	Western Cultural Geography	1	7
46	8011	Language Arts (Honors)	1	8
46	8012	Language Arts (Merit)	1	8
46	8013	Language Arts (Directed)	1	8
46	8301	Algebra I with Data Analysis (Honors)	1	8
46	8311	Geometry with Reasoning (Accelerated)	1	8
47	8302	Pre Algebra (Merit)	1	8
47	8333	Mathematics (Directed)	1	8
48	8108	American Studies I	1	8

# What Are the High School Graduation Requirements?





## GRADUATION REQUIREMENTS

To receive a Maryland High School Diploma, FCPS students must earn 25 credits and fulfill the state and local graduation requirements outlined on this page. Students will generally earn their graduation credits over a four-year period. Under special circumstances, a student may complete the requirements sooner; please see the school guidance counselor for details. Note: Course availability depends on class enrollment (usually a 15-student minimum) and staffing.

REQUIRED COURSES	CREDITS REQUIRED	GRADE GENERALLY TAKEN
<b>English</b>	<b>4</b>	9 - 12
<b>Social Studies</b>	<b>3</b>	
Government		9
Modern World History		10
American Studies 2		11
<b>Science</b>	<b>3</b>	
3 Lab Courses (Biology required)		10
<b>Mathematics</b>	<b>4</b>	
Algebra 1, or Algebra 2, or Algebra 1A and B, or Yearlong Algebra		8 - 9
Geometry		9 - 10
<b>Health</b>	<b>0.5</b>	9
<b>Fitness for Life</b>	<b>0.5</b>	9
<b>Career Pathway Electives</b> (Class of 2009 and beyond)	<b>3</b>	9 - 12
<b>Technology Education</b>	<b>1</b>	9
Foundations of Technology		
<b>Fine Arts*</b>	<b>1</b>	9 - 12
American Popular Music	Digital Photography 1	Mixed Chorus 1
Art 1	Drawing and Painting 1	Music Listening and Literature
Band 1	Guitar 1 or 2	Music Theory 1
Ceramics 1	Instrumental Chamber Ensemble 1, 2	Photography 1
Class Piano 1, 2	Introduction to Theater	String Orchestra 1
Concert Choir 1, 2	Jazz Ensemble 1	Technical Theatre 1
Dance Beginner, Intermediate, Advanced	Marching Band: Band Front 1	Voice Ensemble 1
<b>Advanced Technology*†</b>	<b>2</b>	10 - 12
Advanced Placement Computer Science	Computer Graphics 1, 2, 3, and 4	Pre-Engineering Technology 1, 2
Architectural Drawing 2, 3	Digital Communication Technology	Programming and Computer Concepts
CAD – Architectural Graphics 1	Drafting 2, 3	Technical Drawing 2, 3
CAD – Engineering Graphics 1	Fundamentals of Web Design A, B	Web Site Development
Communications and Networking	Microsoft Certification Training 1, 2, 3	
	<b>OR</b>	
<b>State-Approved Career and Technology Program</b>	<b>4 (with few exceptions)</b>	10 - 12
	<b>OR</b>	
<b>Foreign Language*</b>	<b>2 (same language)</b>	9 - 12
French 1, 2, 3, 4, AP, Advanced Studies	Latin 1, 2, 3, 4, AP, Advanced Studies	
German 1, 2, 3, 4, AP, Advanced Studies	Spanish 1, 2, 3, 4, AP, Advanced Studies	
Italian 1, 2	Chinese 1, 2	
<b>Electives</b>	<b>3</b>	9 - 12
<b>Student Service Learning</b>	Infused into the essential curriculum	9 - 12
<b>High School Assessments</b>	Must be passed: English 10, Algebra 1, Biology, Government (must be <i>passed</i> by students in the class of 2009 and beyond)	9 - 12

\*Choose from courses listed

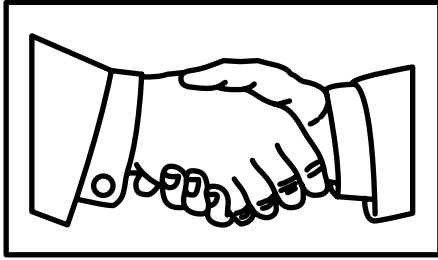
†Beginning in school year 2009-2010 the only courses listed that will be eligible for Advanced Technology Education credit are Pre-Engineering Technology 1 and 2

**FREDERICK COUNTY PUBLIC SCHOOLS**  
**SECONDARY MATHEMATICS COURSE SEQUENCE OPTIONS**

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Honors Intro Alg/Geom I	Honors Intro Alg/Geom II	Algebra I	Geometry	Algebra II	PreCal Adv Alg with Trig	AP Calculus I AP Calculus II
Honors Intro Alg/Geom I	Honors Intro Alg/Geom II	Algebra I	Geometry	Algebra II	PreCal Statistics & Prob Adv Alg with Trig	AP Calculus IA AP Calculus IB AP Statistics
Honors Intro Alg/Geom I	Honors Intro Alg/Geom II	Algebra I	Geometry	Algebra II Statistics & Prob	Adv Alg with Trig PreCal AP Statistics	AP Calculus I AP Calculus II
Honors Intro Alg/Geom I	Honors Intro Alg/Geom II	Algebra I	Geometry Algebra II	Adv Alg with Trig PreCal Statistics & Prob	AP Calculus I AP Calculus II	Calculus III AP Statistics
Honors Intro Alg/Geom I	Algebra I*	Geometry	Algebra II	PreCal Adv Alg with Trig	AP Calculus I AP Calculus II	Calculus III
Honors Intro Alg/Geom I	Algebra I*	Geometry	Algebra II	Statistics & Prob Adv Alg with Trig	PreCal AP Statistics	AP Calculus I AP Calculus II
Merit Math 6	Merit Math 7	Pre-Algebra	Algebra I	Geometry	Algebra II Contemp Math	PreCal Adv Alg with Trig
Merit Math 6	Merit Math 7	Pre-Algebra	Algebra I Geometry	Algebra II Statistics & Prob	Adv Alg with Trig PreCal Statistics & Prob	AP Calculus IA AP Calculus IB
Merit Math 6	Merit Math 7	Pre-Algebra	Algebra IA Algebra IB Yearlong Algebra	Geometry Contemp Math	Algebra II Contemp Math	Adv Alg with Trig
Directed Math 6	Directed Math 7	Pre-Algebra	Algebra IA Algebra IB Yearlong Algebra	Geometry Contemp Math	Appl Alg/Geom Contemp Math	Algebra II Contemp Math
Directed Math 6	Directed Math 7	Directed Math 8	Intro Algebra Yearlong Algebra Algebra IA Algebra IB	Algebra IA Algebra IB Yearlong Algebra Geometry	Geometry Contemp Math Appl Alg/Geom	Algebra II Contemp Math Appl Alg/Geom

**NOTES:**

1. This chart shows many (but not all) of the various course sequences that students may select for a full 7-year program. The following list shows the general course sequence for high school mathematics: Algebra I — Geometry — Algebra II — PreCalculus with Trigonometry — Calculus. This sequence is highly recommended for successful post high school study.
2. Statistics and Probability is a highly recommended mathematics course which may be taken any semester after Algebra II. AP Statistics may be taken after Statistics and Probability. Applications of Algebra/Geometry is a course that students may take after Geometry for additional practice before Algebra II. Advanced Algebra with Trigonometry is recommended for students following Algebra II Merit prior to taking Pre-Calculus. Contemporary Math is an optional course following Geometry. Contemporary Math provides application in practical, applied, and business math for consumers in today's world.
3. Colleges strongly recommend that mathematics be studied *all four years* of high school. Most colleges require students to take a mathematics placement test requiring knowledge of Algebra II. For this, completion of the sequence Algebra I, Geometry, Algebra II is suggested.
4. In high school, students may choose to study two mathematics courses each year. FCPS may not offer some courses due to low enrollment.
5. \**Only* honors students who meet the established criteria may take Algebra I in Grade 7.



## WORKING TOGETHER



### QUESTIONS...



### CALL...

- DISCIPLINE ..... TEACHER/ADMINISTRATOR
- LEVELING ..... TEACHER/COUNSELOR
- SCHEDULING ..... COUNSELOR
- ATTENDANCE ..... GUIDANCE SECRETARY/  
ATTENDANCE AIDE
- HOMEWORK ..... TEACHER/COUNSELOR
- ACADEMIC CONCERNS ..... TEACHER
- ENRICHMENT  
OPPORTUNITIES ..... RENZULLI TEACHER
- SPECIAL EDUCATION  
SERVICES ..... SPECIAL EDUCATION  
TEACHER/COUNSELOR
- PEER RELATIONSHIP ..... COUNSELOR
- GENERAL QUESTIONS ..... SCHOOL SECRETARY

