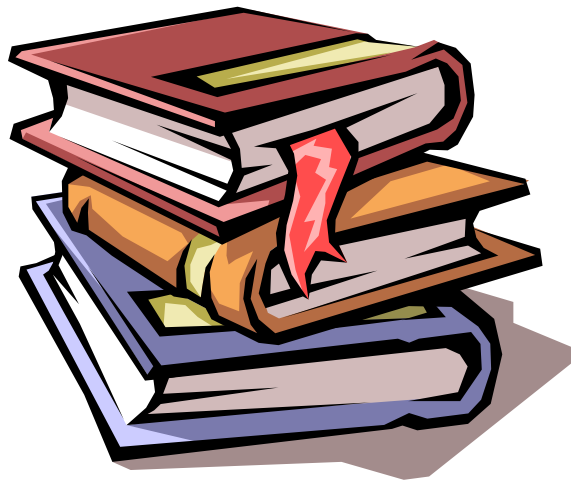


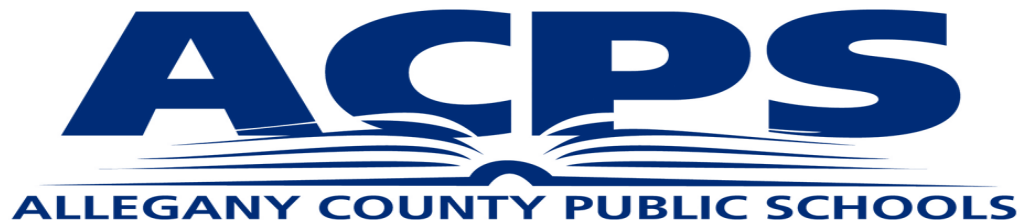
MIDDLE SCHOOL INFORMATION

2018-2019



**Scheduling Timeline
Core Content Course Descriptions
Creative Arts Descriptions
Transition Activities**

Board of Education of Allegany County
108 Washington Street, P.O. Box 1724
Cumberland, MD 21502



A Publication of the Division of Instruction and Staff Development

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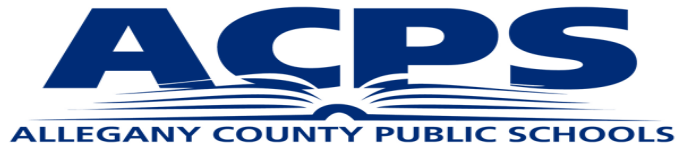
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108 Washington Street • P.O. Box 1724 • Cumberland, MD 21501-1724

Members of the Board of Education
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Superintendent of Schools
David A. Cox, Ed.D.

March 12, 2018

Dear Parent/Guardian of:

The middle school schedule is composed of two seventy-six (76) minute blocks for language arts and mathematics, a 76 minute block for creative arts on an A/B day schedule and a 76 minute block for science and social studies on an A/B day schedule.

During co-curricular, students will participate in offerings such as band, chorus or orchestra, or be on a rotation schedule for courses such as computers, financial literacy, reading and math interventions, and special projects.

All students are required to have four years of mathematics in grades 9-12, even if the student is enrolled in Algebra I in grade eight.

Students will be appropriately placed for instruction in math, language arts, science and social studies using past performance information and teacher input.

For the Creative Arts block, sixth and seventh grade students will be enrolled in physical education/health all year long and will choose four of the following elective courses: languages and cultures of the world, art, general music, technology education, or family and consumer science. The elective that is not selected in grade six will be assigned by a school counselor in grade seven.

Eighth grade students will have three options from which to choose:

Option 1: **Creative Arts Option:** Full year of physical education/health and choice of four nine-week electives

Option 2: **World Language and PE/Health Option:** Full year of physical education/health and full year of world language (Spanish I)

Option 3: **World Language and Electives Option:** Half year of physical education/health and choice of two nine-week electives and a full year of world language (Spanish I*)

***High school credit for world language will be awarded if a student passes the high school level course with a minimum of a D. However, a student must take two additional years of a world language in grades 9-12 if the student is selecting world language as a high school completer.**

Allegheny County Public Schools uses an online course selection process. Please use the enclosed course selection sheet to pencil in the requested creative arts courses for next school year. Then, go to the website at <https://md-allegany.myfollett.com> to electronically enter the courses. The computer must have an internet connection. Creative Arts courses must be electronically entered between March 19, 2018, and March 29, 2018.

Log-in:

Password:

Student Log-in Instructions for Aspen

1. On your internet browser, key in the following address:
<https://md-allegany.myfollett.com>
2. Key in your Log-in ID and Password found in the letter above – both are case sensitive
3. Click on the **My Info** tab
4. Click on **Request** (side tab)
5. Directions are printed in each INSTRUCTION box.
6. Your selections will be based on the grade specific course selection sheets.
7. When your selection process is complete, press LOG OFF – in the top right corner.
8. Changes can be made to your course selections from 3/19/18– 3/29/18.

NOTE: The 2018-2019 Course Selection Sheets are PDF documents. You must have ADOBE Reader to access these documents. If they will not load for you, please visit <http://adobe.com> and Download ADOBE READER for FREE.

*2018-2019 Middle School Course Selection Sheets are located on the ACPS website <http://acpsmd.org> under the **Parents & Students** tab, **Student Resources** tab, **Resource Documents and Websites**, under **Resource Documents**, and locate 2018-2019 Middle School Information Handbook.*

If you have questions about any of the above, please contact the school administrators or school counselors for assistance. Thank you for working with your child to select course work for the next school year.

Sincerely,



David A. Cox, Ed.D.
Superintendent of Schools

“Great Teaching. Great Learning. Every Student. Every Day.”

**Allegheny County Public Schools
Middle School Creative Arts Course Selection
Grade 6**

Directions:

Incoming 6th grade course selections:

All 6th grade students must take a full year of PE/Health 706 and must pick four of the five elective courses.

- 176 Languages and Cultures of the World 6
- 506 Art 6
- 606 General Music 6
- 856 Family and Consumer Science 6
- 886 Technology Education 6

PLEASE NOTE: The elective that is not taken in the 6th grade will be assigned by the guidance counselor in the 7th grade.

Creative Arts Choices

<input type="checkbox"/>	176	LANGUAGES AND CULTURES OF THE WORLD 6
<input type="checkbox"/>	506	ART 6
<input type="checkbox"/>	606	GENERAL MUSIC 6
<input checked="" type="checkbox"/>	706	PE/HEALTH 6
<input type="checkbox"/>	856	FAMILY AND CONSUMER SCIENCE 6
<input type="checkbox"/>	886	TECHNOLOGY EDUCATION 6

Login: <https://md-allegheny.myfollett.com>

03/8/18

**Allegany County Public Schools
Middle School Creative Arts Course Selection
Grade 7**

Directions:

Incoming 7th grade course selections:

All 7th grade students must take a full year of PE/Health 707 and must pick four of the five electives.

- 177 Languages and Cultures of the World 7
- 507 Art 7
- 607 General Music 7
- 857 Family and Consumer Science 7
- 887 Technology Education 7

PLEASE NOTE: The elective that was not selected in grade 6 will be assigned by the guidance counselor.

Creative Arts Choices

<input type="checkbox"/>	177	LANGUAGES AND CULTURES OF THE WORLD 7
<input type="checkbox"/>	507	ART 7
<input type="checkbox"/>	607	GENERAL MUSIC 7
<input checked="" type="checkbox"/>	707	PE/HEALTH 7
<input type="checkbox"/>	857	FAMILY AND CONSUMER SCIENCE 7
<input type="checkbox"/>	887	TECHNOLOGY EDUCATION 7

Login: <https://md-allegany.myfollett.com>

03/8/18

**Allegany County Public Schools
Middle School Creative Arts Course Selection
Grade 8**

Directions: Choose one option and make choices within that option only.

Incoming 8th grade course selections:

Eighth grade students will have three course options.

Option 1. CREATIVE ARTS OPTION

- a. Full year PE/Health 708 and
- b. Choice of four 9-week electives
 - i. 508 Art 8
 - ii. 608 General Music 8
 - iii. 858 Family and Consumer Science 8
 - iv. 888 Technology Education

OR

Option 2. WORLD LANGUAGE AND PE/HEALTH OPTION

- a. Full year PE/Health 708
- b. Full year World Language—181 Spanish I

OR

Option 3. WORLD LANGUAGE AND ELECTIVES OPTION

- a. Half year PE/Health 708A
- b. Full year World Language— 181 Spanish I
- c. Choice of two nine-week electives
 - i. 508 Art 8
 - ii. 608 General Music 8
 - iii. 858 Family and Consumer Science 8
 - iv. 888 Technology Education 8

Creative Arts Choices

___	181	SPANISH I
___	508	ART 8
___	608	GENERAL MUSIC 8
___	708	PE/HEALTH 8 – WHOLE YEAR
___	708A	PE/HEALTH 8 – HALF YEAR
___	858	FAMILY AND CONSUMER SCIENCE 8
___	888	TECHNOLOGY EDUCATION 8

Login: <https://md-allegany.myfollett.com>

03/8/18

Course Descriptions for Middle School

Creative Arts

Students and parents select creative arts classes online during course selection.

Core Content Areas

Middle School Students will be assigned the appropriate English/Language Arts, Mathematics, Science, and Social Studies class for his/her grade level.

Eighth grade students may qualify for Algebra I (341) based on PARCC test scores and performance in middle school math courses.

Middle School- Creative Arts

176, 177 World Languages and Cultures of the World

Grade 6 and 7 World Languages and Cultures of the World is a curriculum designed to provide students with a survey of how and why people use languages, and the importance and diversity of world languages.

506, 507, 508 Art

Middle School Art is an elective course which encourages students to explore individual interests and ideas in a studio atmosphere. Students will learn to use the elements and principals of art by incorporating various tools and techniques in the production of works. Skills developed in Middle School Art can enrich leisure time or lead to advanced study.

Middle School- Creative Arts

606, 607, 608 General Music

General music in the middle school provides students with the opportunity to develop and refine skills in the application and performance of the elements of music. Activities involve students in listening, performing and creating a variety of musical styles and world cultures. Students will explore music through hands-on experiences, which may include piano, guitar, tone chime, and other classroom instruments.

656, 657, 658 Band

The middle school band program provides an ensemble setting for students to continue to refine instrumental technique on wind and percussion instruments. A variety of literature is performed in both school and public performance. The program is elective and is a key component of the 4-12 instrumental program. Students are encouraged to participate in honors activities such as honor band and jazz ensemble.

646, 647, 648 Jazz Ensemble

Jazz ensemble is an elective course for students with advanced instrumental skills. Students use these skills in the performance of jazz, pop, blues, soul, and rock. Students also learn the art of improvisation and music theory related to the jazz medium. Several public performances are held each year.

656,657,688 Chorus

The middle school choral program is an elective opportunity for students to learn basic singing technique and perform in ensembles. A variety of musical styles and historical periods are explored both in rehearsal and performance. The chorus performs for both the school and the public throughout the year.

686, 687, 688 Orchestra

The middle school orchestra program provides an ensemble setting for students to continue to refine technique and musicianship of orchestral music. A variety of literature is performed in both school and public performance. The program is elective and is a key component of the 4-12 orchestra program.

Middle School- Creative Arts

856 Family and Consumer Science

Grade 6 Family and Consumer Science is part of the Middle Skill Creative Arts Curriculum. Student will learn essential life skills through activities emphasizing family and community relationships. These skills will include the development of self image, conflict resolution, and communication skills. Students will have opportunity to learn textile production and food preparation through hands-on activities.

857 Family and Consumer Science

Grade 7 Family and Consumer Science is part of the Middle Skill Creative Arts Curriculum. Students will build upon the life skills activities developed during Grade 6 course. Additional emphasis will be placed career choices. Student will have the opportunity to advance their skills in textile production and food preparation through hands-on activities.

858 Family and Consumer Science

Grade 8 Family and Consumer Science is part of the Middle Skill Creative Arts Curriculum. Students will build upon the life skills activities developed during Grade 7 course. Continued emphasis will be placed on career choices. Students will receive additional activities focusing on Personal Finance. Students will have the opportunity to advance their skills in textile production and food preparation through hands-on activities.

Middle School- Creative Arts

886 Technology Education

Grade 6 Technology Education, *Exploring Technology*, is part of the Middle School Creative Arts Curriculum. Students will learn the essential skills required to use, manage, understand and assess technology. Students will learn concepts involving technology evolution, systems, techniques, uses, social, and cultural significance. Technology Education is an integrated, experienced-based instructional program which emphasizes learning through hands-on activities. Unique to ACPS technology education, students receive instruction and hands-on activities in basic building-trades curriculum. The Grade 6 building-trades activities focus on tool use and the work environment.

887 Technology Education

Grade 7 Technology Education, *Invention and Innovation*, is part of the Middle School Creative Arts Curriculum. Students will learn the essential skills required to use, manage, understand and assess technology. Students will learn concepts involving technology evolution, systems, techniques, uses, social, and cultural significance. Technology Education is an integrated, experience-based instructional program which emphasizes learning through hands-on experience in basic building-trades curriculum. The grade 7 building-trades activities focus on carpentry and plumbing techniques.

888 Technology Education

Grade 8 Technology, *Technology Systems*, is part of the Middle School Creative Arts Curriculum. Students will learn the essential skills required to use, manage, understand and assess technology. Students will learn concepts involving technology evolution, systems, techniques, uses, social, and cultural significance. Technology Education is an integrated, experienced-base instructional program which emphasizes learning through hands-on activities. Unique to ACPS technology education, students receive instruction and hands-on experience in basic building-trades curriculum. The grade 8 building-trades activities focus on electrical and masonry techniques.

Middle School- English/Language Arts

106 Language Arts 6

Language Arts (106) is a required subject for all students in Grade 6. Currently the Maryland College and Career Readiness Standards dictate the skills covered in class. There is a major shift in focus to include more close reading of informational and literary text; narrative, expository and argumentative writing based on authentic pieces of text; and short focused research. Units of approximately six weeks duration have been developed, which include Essential Questions around which all reading and writing are based. The unit begins with an anchor text or texts, with related readings and activities. Once students have completed that portion of the unit they move into literature circles, where they can choose (with teacher guidance) another novel or literary non-fiction work that relates to their anchor text. Research is also a component of every unit. Assessment of learning in the form of benchmarks will follow every unit, modeled on the PARCC Assessments. In sixth grade the topic for the entire year is **CHANGE**. Unit 1 is **Personal Growth Through Change**, and the Essential Questions are *How can an individual effect change? What makes us change our first impressions? What causes personal change or inner growth?* The anchor text for this unit is *Wonder*, by R. J. Palacio. The cross-curricular ties are mainly to science (genetics).

107 Language Arts 7

Language Arts (107) is a required subject for all students in Grade 7. Currently the Maryland College and Career Readiness Standards dictate the skills covered in class. There is a major shift in focus to include more close reading of informational and literary text; narrative, expository and argumentative writing based on authentic pieces of text; and short focused research. Units of approximately six weeks duration have been developed, which include Essential Questions around which all reading and writing are based. The unit begins with an anchor text or texts, with related readings and activities. Once students have completed that portion of the unit they move into literature circles, where they can choose (with teacher guidance) another novel or literary non-fiction work that relates to their anchor text. Research is also a component of every unit. Assessment of learning in the form of benchmarks will follow every unit, modeled on the PARCC Assessment. In seventh grade the topic for the entire year is **CHOICES**. Unit 1 is **The Choices We Make; the Lessons We Learn**, and the Essential Questions are *What makes a choice necessary? How does environment influence the choices we make? Is it ever acceptable to have choice taken away?* The anchor text for this unit is *Touching Spirit Bear*, by Ben Micaelson. The cross-curricular ties are mainly to social studies (sources of law and geography).

Middle School- English/Language Arts

108 Language Arts 8

Language Arts (108) is a required subject for all students in Grade 8. Currently the Maryland College and Career Readiness Standards dictate the skills covered in class. There is a major shift in focus to include more close reading of informational and literary text; narrative, expository and argumentative writing based on authentic pieces of text; and short focused research. Units of approximately six weeks duration have been developed, which include Essential Questions around which all reading and writing are based. The unit begins with an anchor text or texts, with related readings and activities. Once students have completed that portion of the unit they move into literature circles, where they can choose (with teacher guidance) another novel or literary non-fiction work that relates to their anchor text. Research is also a component of every unit. Assessment of learning in the form of benchmarks will follow every unit, modeled on the PARCC Assessments. In eighth grade the topic for the entire year is **CHALLENGES**. Unit 1 is **Facing Challenges with Dignity**, and the Essential Questions are *How does an individual and/or society approach challenges? How does the way a person reacts to challenges affect his or her circumstances? How are individuals or society altered by the way they react to challenges?* The anchor text for this unit is *The Diary of Anne Frank*, by Anne Frank. The cross-curricular ties are mainly to history (WW II and The Holocaust).

Language 6, 7 and 8

For struggling readers, READ 180 is an intervention program that may be used in addition to the regular ELA curriculum in Grades 6, 7, and 8 which is aligned to the Maryland College and Career Readiness Standards. The program includes an explicit progression of text complexity, extended writing instruction, performance-based projects for application of skills, career and work place focused reading, and intensive support for data-driven differentiation. The text students work with is approximately 80% informational. The Scholastic Reading inventory is used as a benchmarking tool to chart student progress.

Middle School- Math

306 Mathematics 6

Mathematics 6 is the first course in the middle school mathematics sequence. This course builds upon the essential mathematics taught in the elementary years. Based on Maryland College and Career-Ready Standards (CCRS), this course focuses on the mastery of five critical areas: (1) Ratios & Proportional Relationships, (2) The Number System (fractions, computation fluency, factors and multiples, and rational numbers), (3) Expressions and Equations (arithmetic to algebraic expressions, solving one-variable equations and inequalities), (4) Geometry (solving for area, surface area, and volume), (5) Statistics and Probability (variability and distribution). The Mathematical Practice Standards apply throughout the course and, together, with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course requires students to demonstrate proficiency in the use of a four-function calculator. Students will be assessed using the Partnership for Assessment of Readiness for College and Careers (PARCC).

307 Mathematics 7

Mathematics 7 is the second course in the middle school mathematics sequence. This course builds upon the concept domains taught in mathematics 6. Based on Maryland College and Career-Ready Standards (CCRS), this course focuses on the mastery of five critical areas: (1) Ratios & Proportional Relationships, (2) The Number System (operations with fractions to add, subtract, multiply, and divide rational numbers), (3) Expressions and Equations (equivalent expressions, expressions, solve real-life mathematical problems using numerical and algebraic expressions and equations), (4) Geometry (draw, construct, and describe geometrical figures, solve real-life problems involving angle measure, area, surface area, and volume), (5) Statistics and Probability (random sampling, draw informal comparative inferences about two populations, investigate chance and develop, use, and evaluate probability models). The Mathematical Practice Standards apply throughout the course and, together, with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course requires students to demonstrate proficiency in the use of a four-function calculator. Students will be assessed using the Partnership for Assessment of Readiness for College and Careers (PARCC).

Middle School- Math

308 Mathematics 8

Mathematics 8 is the final course in the middle school mathematics sequence. This course builds upon the concept domains taught in mathematics 7. Based on Maryland College and Career-Ready Standards (CCRS), this course focuses on the mastery of five critical areas: (1) The Number System (irrational numbers, radicals with integer exponents), (2) Expressions and Equations (proportional relationships, lines, and linear equations, analyze and solve simultaneous linear equations), (3) Functions (define, evaluate, and compare functions, use functions to model relationships between quantities), (4) Geometry (congruence and similarity, the Pythagorean Theorem, volume of cylinders, cones, and spheres), (5) Statistics and Probability (investigate patterns, bivariate data). The Mathematical Practice Standards apply throughout the course and, together, with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course requires students to demonstrate proficiency in the use of a scientific calculator. Students will be assessed using the Partnership for Assessment of Readiness for College and Careers (PARCC).

341 Algebra I

Algebra I (9-12) is a high school graduation requirement course which serves as a gateway to advanced mathematics. The purpose of this course is to formalize and extend the middle school content of the Maryland College and Career-Ready Standards (CCRS). This course focuses on the mastery of five critical areas: (1) developing understanding and investigating relationships between quantities and reasoning with equations, (2) developing understanding and applying linear and exponential relationships, (3) investigating trends and modeling with descriptive statistics, (4) performing arithmetic operations on polynomial expressions, solving equations, inequalities, and systems of equations, (5) using properties of rational and irrational numbers to develop an understanding of quadratic functions. The Mathematical Practice Standards apply throughout the course and, together, with the Algebra I content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course requires students to demonstrate proficiency in the use of a graphing calculator. Students will be assessed using the Partnership for Assessment of Readiness for College and Careers (PARCC). A qualifying score is required on the PARCC Algebra I to satisfy the Maryland assessment requirement for Algebra I.

Middle School- Physical Education/Health

706/706H Physical Education/Health 6

Physical Education/Health (706/706H) is a course in which students participate in countywide physical fitness testing as well as team and individual sports. Students gain knowledge of stretching and warm up activities. Students learn how to develop an acceptable level of fitness through an understanding of the components of fitness and gain an appreciation of the lifelong value of fitness. Students engage in positive learning experiences that focus on good sportsmanship and fair play. For one 9-week period, students focus on the nine life skills that are developed and assessed throughout the Health Education program, with an emphasis on two of the life skills—decision-making and refusal skills. The 6th grade program encourages active learning in the areas of nutrition and fitness and safety and injury prevention. Students learn about a wide range of topics, which include personal safety, health promotion, and nutrition. This program integrates language arts, math and science into the curriculum. The Health Education curriculum is aligned with the National Health Education Standards as well as the Maryland College and Career Readiness Standards. Students are graded on their knowledge of the health curriculum through written assignments, projects, and tests.

707/707H Physical Education/Health 7

Physical Education/Health (707/707H) is a course in which students participate in countywide physical fitness testing as well as team and individual sports. Students gain knowledge of stretching and warm up activities. Students learn how to develop an acceptable level of fitness through an understanding of the components of fitness and gain an appreciation of the lifelong value of fitness. Students engage in positive learning experiences that focus on good sportsmanship and fair play. For one 9-week period, students focus on the nine life skills that are developed and assessed throughout the Health Education program with an emphasis on two of the life skills—decision-making and refusal skills. The 7th grade program encourages active learning in the areas of mental and emotional health and drugs, alcohol, and tobacco. This program integrates language arts, math and science into the curriculum. The Health Education curriculum is aligned with the National Health Education Standards as well as the Maryland College and Career Readiness Standards. Students are graded on their knowledge of the health curriculum through written assignments, projects, and tests.

Middle School- Physical Education/Health

708/708H Physical Education/Health 8

Physical Education/Health (708/708H) is a course in which students participate in countywide physical fitness testing as well as team and individual sports. Students gain knowledge of stretching and warm up activities. Students learn how to develop an acceptable level of fitness through an understanding of the components of fitness and gain an appreciation of the lifelong value of fitness. Students engage in positive learning experiences that focus on good sportsmanship and fair play. For a 9-week period, students focus on the nine life skills that are developed and assessed throughout the Health Education program with an emphasis on two of the life skills—decision-making and refusal skills. The 8th grade program includes the study of sexual reproduction, puberty and body changes, communicable and non-communicable diseases and abstinence. This program integrates language arts, math and science into the curriculum. The health education curriculum is aligned with the National Health Education Standards as well as the Maryland College and Career Readiness Standards. Students are graded on their knowledge of the health curriculum through written assignments, projects, and tests.

708A/708H Physical Education/Health 8

Physical Education/Health (708A/708B) is a half year course option for Full Year World Language students. The course is offset by two 9-week electives such as Art, Music, Family & Consumer Science and Technology Education. Students receive a 9-week period of physical education instruction and a 9-week period of health education. Physical Education students are assessed through a countywide physical fitness test as well as team and individual sports tests. Students gain knowledge of stretching and warm up activities. Students learn how to develop an acceptable level of fitness through an understanding of the components of fitness, and gain an appreciation of the lifelong value of fitness. Students will engage in positive learning experiences that will focus on good sportsmanship and fair play. Instruction in health focuses on the nine life skills that are developed and assessed throughout the Health Education program with an emphasis on two of the life skills, decision-making and refusal skills. The 8th grade program includes study of sexual reproduction, puberty and body changes, communicable and non-communicable diseases and abstinence.

Middle School- Science

406 Integrated Science 6

Integrated Science 6 is a course that introduces the science skills and processes as they apply to Earth, Life and Physical Science content knowledge identified in the Next Generation Science Standards. Content knowledge to be studied includes the following: states of matter, physical and chemical changes, the water cycle, density, meteorology, weather, thermal and radiation energy, the atmosphere, climate, atomic structure, the periodic table, compounds, bonding, equations, cells, human body systems, and photosynthesis.

407 Integrated Science 7

Integrated Science 7 is a course that introduces the science skills and processes as they apply to Earth, Life and Physical Science content knowledge identified in the Next Generation Science Standards. Content knowledge to be studied includes the following: matter and interactions, geologic time scale, history of the Earth, plate tectonics, thermal energy, forces, electricity and magnetism, genetics, adaptations, artificial selection, evolution, and diversity.

408 Integrated Science 8

Integrated Science 8 is a course that introduces the science skills and processes as they apply to Earth, Life and Physical Science content knowledge identified in the Next Generation Science Standards. Content knowledge to be studied includes the following: populations, biodiversity, ecosystems, potential and kinetic energy, thermal energy, waves, electromagnetic radiation, magnetic fields, Newton's laws and the universe. At the end of 8th-grade, students will take the Maryland Integrated Science Assessment.

Middle School- Social Studies

206 Social Studies

Grade 6 Social Studies course that is a comprehensive survey of the political, economic, social geographic, and religious history of the world from early times to the 15th Century. The course survey will provide students with historical information that will assist them in analyzing and interpreting both past events and current issues. This course will be transitioning into the use of the Framework of the College, Career and Civic Life (C3). The framework provides teachers with instructional support in incorporating Disciplinary Literacy and English Language Literacy Common Core Standards.

207 Environmental Geography

Grade 7 Environmental Geography course is an integrative social studies discipline that brings together the physical and human characteristics of the world. This course will teach the students to view the world and its people using the themes and tools of geography, helping them to develop cultural, economic, historical and political perspectives. Studying geography prepares students to better understand the world and to analyze current and future issues that will continue to shape our world. This course will be transitioning into the use of the Framework of the College, Career and Civic Life (C3). The framework provides teachers with instructional support in incorporating Disciplinary Literacy and English Language Literacy Common Core Standards.

218 United States History

Grade 8 United States History is a survey course that begins with growth of the thirteen colonies and continues through the Civil War and Reconstruction. The basis for this course is the Maryland State Curriculum. This course prepares students to complete Local, State and Federal Government and United States History, Part II in high school. The course will also address current events and issues. This course will be transitioning into the use of the Framework of the College, Career and Civic Life (C3). The framework provides teachers with instructional support in incorporating Disciplinary Literacy and English Language Literacy Common Core Standards.

Middle School- World Language

176 Languages and Cultures of the World

Grade 6 students may select World Languages as part of the creative arts curriculum. Students will complete a nine week course of study of French, Latin and German. In order to prepare students for a high school credit, instruction will focus primarily on French. Students learn basic vocabulary and simple language structures to communicate on a variety of familiar topics such as greetings, family, food, clothing, shopping, telling time, and classroom objects and commands. This course serves as an introduction to credit-bearing language courses.

177 Languages and Cultures of the World

Grade 7 students may select World Languages as part of the creative arts curriculum. Students will complete a nine week course of study of Spanish, Italian and Japanese. In order to prepare students for a high school credit, instruction will focus primarily on Spanish. Students learn basic vocabulary and simple language structures to communicate on a variety of familiar topics such as greetings, family, food, clothing, shopping, telling time, and classroom objects and commands. This course serves as an introduction to credit-bearing language courses.

Middle School- World Language

181 Spanish I

1 credit

Spanish I is an elective course open to Grade 8 students in which they learn to communicate about daily life and routine activities while developing skills of listening, speaking, reading, writing and using memorized or familiar material. Cultural emphasis will be on greeting, leave-taking, and expressing wants as students attempt to create with language. Course content will include word order, numbers, common adjectives, adverbs and question words. Students must earn a minimum grade of D to earn the credit. Students will take an end-of-year assessment in Spanish I. Students may re-take the course if the student earned a D or F in the course.

Middle School Scheduling Timeline for 2018-2019 Academic School Year

February	Counselors visit classrooms to speak with students in grade eight (8) about graduation requirements and course selection for the following school year.												
March 5	Letter to parents is sent and elementary/middle parent meetings are held.												
March 19 – March 29	Once parent meetings are held, parents/students select and schedule Creative Arts online in ASPEN.												
April 2– April 9	Build view is opened for counselors to check student course requests for accuracy and completeness.												
April 9– April 13	Counselors make selections for students who did not schedule Creative Arts.												
April 16-20	Principal and counselor meet at the Board for schedule build meeting. At the build meeting, teachers will be assigned and the framework for the master schedule will be started.												
	<table border="0"> <tr> <td>April 16</td> <td>1 - 3:30 pm</td> <td>Mount Savage Middle</td> </tr> <tr> <td>April 17</td> <td>1 – 3:30 pm</td> <td>Westmar Middle</td> </tr> <tr> <td>April 19</td> <td>1 – 3:30 pm</td> <td>Braddock Middle</td> </tr> <tr> <td>April 20</td> <td>1 – 3:30 pm</td> <td>Washington Middle</td> </tr> </table>	April 16	1 - 3:30 pm	Mount Savage Middle	April 17	1 – 3:30 pm	Westmar Middle	April 19	1 – 3:30 pm	Braddock Middle	April 20	1 – 3:30 pm	Washington Middle
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April 19	1 – 3:30 pm	Braddock Middle											
April 20	1 – 3:30 pm	Washington Middle											
April 23—May 7	After the schedule build meeting, counselors will load students into the master schedule which will create heterogeneous class lists.												
May 8—May 15	Principals and counselors will meet with grade level teams to review the ASPEN generated class lists to ensure that inclusion students do not represent more than 30% of a classroom population and to identify instructional concerns with placement of students.												
May 16— June 1	Counselors adjust class list per grade level team meeting recommendations.												

*** Because schedules can be reviewed by parents and students online, paper copies will only be printed and distributed to students entering grade 6.

Transitioning from elementary to middle school:

- Middle school counselors visit 5th grade classes to discuss the middle school experience with student and parents. While visiting, counselors answer questions students or parents have about entering middle school.
- 5th grade students, attending schools serviced by the School Resource Officer Program, participate in the DARE program taught by our Allegany County school resource officer. The issues they discuss in this program are all related to possible issues they may face in middle school. Students are taught ways to properly respond to peer pressure and ways to be successful in school.
- Elementary staff works collaboratively with the middle school staff, providing information essential for proper academic placement in middle school.

Elementary Counselors may attend Parent meetings that are held at the middle school in the spring

Middle school counselors meet with 5th grade teachers and school counselor to discuss academic placements and any special circumstances (family, behavior, attendance, etc.) which would hinder a child's academic success.

Elementary and Middle School Counselors meet to discuss at-risk students (attendance, behavior, family, academic, etc.) twice a year

- Guidance lessons taught at the 5th grade level focus on transitioning topics such as:

Practice locks

Before & after visitation, students write concerns and then discuss concern as a group

Peer Relationship lessons at the end of the year address making new friends in middle school

- 5th grade students visit and tour their respective middle schools.

Students meet Principal, Assistant-Principal, School Counselor & 6th grade Teachers

Power point discussing the following points:

Differences between middle and elementary school

Middle school schedule

Middle school rules

Students participate in "Getting to you know you games" – with other feeder schools

While visiting classrooms, 5th grade students have an opportunity to talk to other 6th grade students and practice opening lockers

- Middle schools hold Open House/Orientation for incoming 6th grade students and parents.
- 6th grade students attend an orientation meeting within the first week of school. Administrators present school policies, procedures, and expectations to 6th grade students.
- Classroom lesson for all 6th grade students on positive attitude, positive peer interactions and school success are delivered at the beginning of the school year.
- All 6th grade students participate in a 3 week study/organizational skills co-curricular program.
- Counselors meet individually with 6th grade students who seem to be struggling with the transition to middle school and assist them with the areas in which they are having difficulty.
- All middle school students participate in an Advisory program that promotes positive peer interactions and school success.

2018-2019

ALLEGANY COUNTY PUBLIC SCHOOLS

MIDDLE SCHOOL SCHEDULING INFORMATION