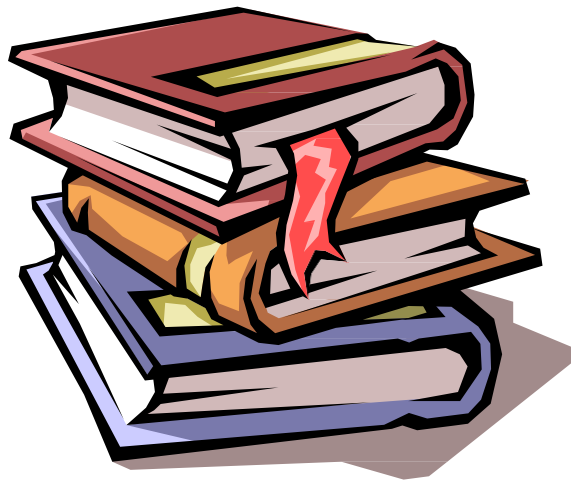


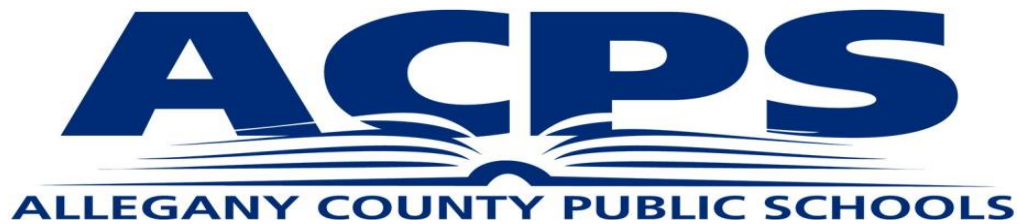
# **MIDDLE SCHOOL INFORMATION**

**2020-2021**



**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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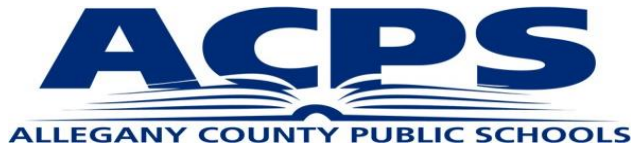
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**Interim Superintendent of Schools**

Jeffrey S. Blank

February 2020

Dear Parent/Guardian of:

The middle school schedule is composed of courses in language arts, mathematics, science, social studies, creative arts, and co-curricular. Students will be appropriately placed for instruction in math, language arts, science, and social studies using past performance information and teacher input.

**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 8.**

During co-curricular, students will participate in offerings such as band, chorus, or orchestra or they will be on a rotational schedule for courses such as computers/computational thinking, financial literacy, reading and math interventions, and special projects. [Academic intervention and remediation are a priority during co-curricular. Students may be required to participate in an ELA and/or math intervention in place of a co-curricular rotation if additional academic support is needed.](#)

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 6 will be assigned by a school counselor in Grade 7.

**Eighth grade students will choose one option:**

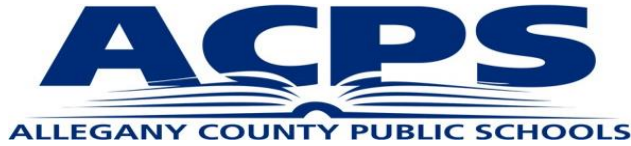
**Option 1: Creative Arts Option:** Full year of physical education/health and choice of four \_\_\_\_ nine-week electives (one elective must be a fine arts course-either art or music).

**Option 2: World Language Option:** Half year of physical education/health and choice of two \_\_\_\_ nine-week electives (one elective must be a fine art course -either art or music) 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. A student may retake the course in high school if he/she earns a D. Please note that students 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.**

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 selected electronically from **March 9, 2020 – March 20, 2020.**

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



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Jeffrey S. Blank

**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 **3/9/2020– 3/20/2020**.

*NOTE: The 2020-2021 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.*

*2020-2021 Middle School Handbook and Course Selection Sheets are located on the ACPS website <http://acpsmd.org>. Select the **Parents & Students** (top tab). Select the **Student Resources** tab from the drop down menu. Under Student Resources, select 2020-2021 Middle School Information Handbook or 2020-2021 Middle School Course Selection Information.*

If you have any questions about the instructions, please contact your child's school administrator or school counselor for assistance. Thank you for working with your child to select courses for the 2020-2021 school year.

Sincerely,

*Dr. Kim Green Kalbaugh*

Dr. Kim Green Kalbaugh  
Chief Academic Officer

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

Directions:

**Incoming 6<sup>th</sup> grade course selections:**

All 6<sup>th</sup> 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 6<sup>th</sup> grade will be assigned by the guidance counselor in the 7<sup>th</sup> grade.

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**Creative Arts Choices**

___ 176	LANGUAGES AND CULTURES OF THE WORLD 6
___ 506	ART 6
___ 606	GENERAL MUSIC 6
<u>X</u> 706	PE/HEALTH 6
___ 856	FAMILY AND CONSUMER SCIENCE 6
___ 886	TECHNOLOGY EDUCATION 6

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

02.12.20

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

Directions:

**Incoming 7<sup>th</sup> grade course selections:**

All 7<sup>th</sup> 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.

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**Creative Arts Choices**

___	177	LANGUAGES AND CULTURES OF THE WORLD 7
___	507	ART 7
___	607	GENERAL MUSIC 7
<u>X</u>	707	PE/HEALTH 7
___	857	FAMILY AND CONSUMER SCIENCE 7
___	887	TECHNOLOGY EDUCATION 7

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02.12.20



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

**Directions: Choose one option and make choices within that option only. For both options listed below, a student must select either Art 8 or General Music 8 as one elective choice to meet the access to a well-rounded education requirement.**

**Incoming 8<sup>th</sup> grade course selections:**

Eighth grade students will select one option:

- 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 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

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02.12.20

## 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.

Students may qualify to take Algebra I (341) for high school credit based on MCAP test scores and academic performance in math courses.

Students in an accelerated pathway in mathematics may qualify to take Honors Geometry (372) for high school credit in Grade 8. The prerequisite is successful completion of Algebra I (341).

\*\*Please note that all students must take four years of math in high school regardless of math courses taken in middle school.

## 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 MCAP 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 MCAP 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 Mikaelson. 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 MCAP 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 Maryland Comprehensive Assessment Program (MCAP).

### **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 Maryland Comprehensive Assessment Program (MCAP).

## 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 Maryland Comprehensive Assessment Program (MCAP).

### **341 Algebra I**

Algebra I 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 Maryland Comprehensive Assessment Program (MCAP). A qualifying score is required on the MCAP Algebra I to satisfy the Maryland assessment requirement for Algebra I.

### **1 Credit**

## Middle School- Math

### **372 Honors Geometry                      1 Credit**

#### ***Prerequisites: Algebra I (341)***

Honors Geometry satisfies the high school graduation requirement for Geometry and serves as a gateway to advanced mathematics designed for students seeking more academically challenging coursework. The purpose of this course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. This course focuses on the mastery of five critical areas: (1) Congruence, Proof, and Constructions, (2) Similarity, Proof, and Trigonometry, (3) Extending to Three Dimensions, (4) Connecting Algebra and Geometry through Coordinates, (5) Circles With and Without Coordinates. The Mathematical Practice Standards apply throughout the course and, together, with the Geometry 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. The honors content is more rigorous and has greater depth of the College and Career-Ready Standards. Students are required to collaboratively and independently complete content rich college-preparatory assignments. This course requires students to demonstrate proficiency in the use of a graphing calculator. Middle School students taking 372 Honors Geometry will be required to take the MCAP Geometry Assessment at the conclusion of the course.

## 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 Space Science standards while integrating Life and Physical Science content knowledge identified in the Next Generation Science Standards. Content knowledge to be studied includes the following: NGSS Earth/Space Science performance expectations and structure and properties of matter, chemical reactions, forces and interactions, matter and energy, and natural selection and adaptations.

### **407 Integrated Science 7**

Integrated Science 7 is a course that introduces the science skills and processes as they apply to Life Science standards while integrating Earth and Physical Science content knowledge identified in the Next Generation Science Standards. Content knowledge to be studied includes the following: NGSS Life Science standards and structure and properties of matter, history of the Earth, energy and Earth's systems.

### **408 Integrated Science 8**

Integrated Science 8 is a course that introduces the science skills and processes as they apply Physical Science standards while integrating Earth and Life Science content knowledge identified in the Next Generation Science Standards. Content knowledge to be studied includes the following: NGSS Physical Science standards and growth, development, and reproduction of organisms, matter and energy, history of the Earth, Earth's systems, weather and climate, and human impacts.

## 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. Students will be assessed using the Maryland Comprehensive Assessment Program (MCAP).

## 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 2020-2021 Academic School Year

<b>February</b>	Counselors visit classrooms to speak with students in grade eight (8) about graduation requirements and course selection for the following school year.												
<b>February 28</b>	Letter to parents is sent and elementary/middle parent meetings are held.												
<b>March 9 – March 20</b>	Once parent meetings are held, parents/students select and schedule Creative Arts online in ASPEN.												
<b>March 23-March 31</b>	Build view is opened for counselors to check student course requests for accuracy and completeness.												
<b>April 9– April 15</b>	Counselors make selections for students who did not schedule Creative Arts.												
<b>April 1-6</b>	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 1</td> <td>1:00 - 3:30 pm</td> <td>Westmar Middle</td> </tr> <tr> <td>April 2</td> <td>1:00 - 3:30 pm</td> <td>Mount Savage Middle</td> </tr> <tr> <td>April 3</td> <td>1:00 - 3:30 pm</td> <td>Braddock Middle</td> </tr> <tr> <td>April 6</td> <td>1:00 - 3:30 pm</td> <td>Washington Middle</td> </tr> </table>	April 1	1:00 - 3:30 pm	Westmar Middle	April 2	1:00 - 3:30 pm	Mount Savage Middle	April 3	1:00 - 3:30 pm	Braddock Middle	April 6	1:00 - 3:30 pm	Washington Middle
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<b>April 20—May 15</b>	After the schedule build meeting, counselors will load students into the master schedule which will create heterogeneous class lists.												
<b>May 18—May 22</b>	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.												
<b>May 26— June 5</b>	Counselors adjust class list per grade level team meeting recommendations.												

\*\*\* 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 5<sup>th</sup> 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.
- 5<sup>th</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> grade level focus on transitioning topics such as:
  - Practice opening locks
  - Before & after visitation- students write concerns and then discuss concerns as a group
  - Peer relationship lessons at the end of the year address making new friends in middle school
- 5<sup>th</sup> grade students visit and tour their respective middle schools.

Students meet principal, assistant-principal, school counselor and 6<sup>th</sup> grade teachers.

Presentation discusses the following points:

- Differences between middle and elementary school
- Middle school schedule
- Middle school rules and expectations

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

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

- Middle schools hold Open House/Orientation for incoming 6<sup>th</sup> grade students and parents.
- 6<sup>th</sup> grade students attend an orientation meeting within the first week of school. Administrators present school policies, procedures, and expectations to 6<sup>th</sup> grade students.
- Classroom lesson for all 6<sup>th</sup> grade students on positive attitude, positive peer interactions and school success are delivered at the beginning of the school year.
- All 6<sup>th</sup> grade students participate in a 3-week study/organizational skills co-curricular program.
- Counselors meet individually with 6<sup>th</sup> 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.
- Students are placed in tiered interventions as needed during the school year.

2020-2021

**ALLEGANY COUNTY PUBLIC SCHOOLS**  
**MIDDLE SCHOOL SCHEDULING INFORMATION**