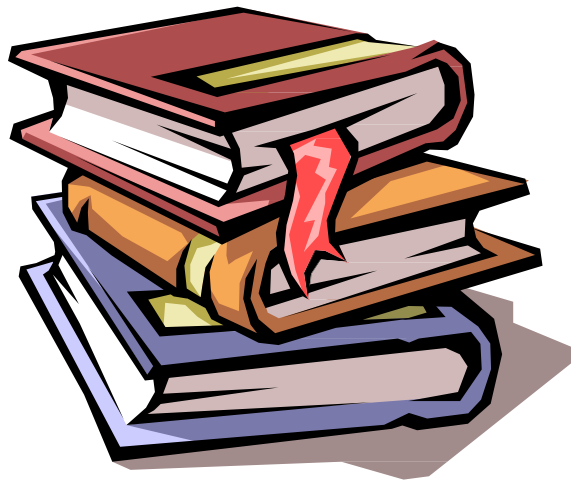


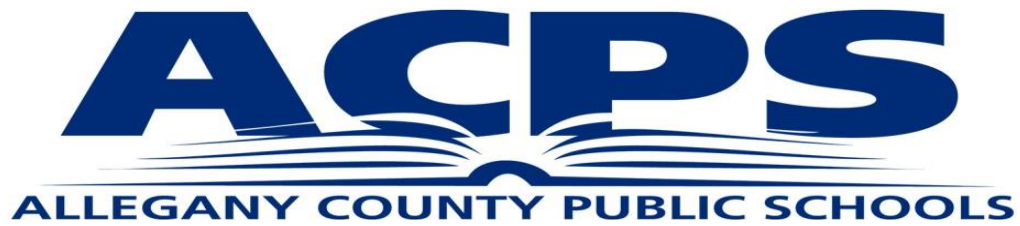
# **MIDDLE SCHOOL INFORMATION**

**2024-2025**



**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

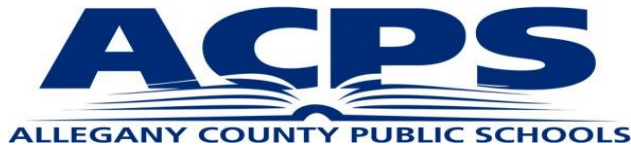
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**Superintendent of Schools**

Jeffrey S. Blank

February 2024

Dear Parent/Guardian and Student:

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 Geometry or a higher math course during middle school.**

Students will have the opportunity to participate in offerings such as band, chorus, or orchestra or they will be placed on a rotational schedule for mini courses such as computers/computational thinking, financial literacy, reading and math interventions, and special projects. [Academic intervention and remediation are the priorities for the rotations. Students may be required to participate in tutoring and/or an ELA and/or math intervention in place of another 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 school counselor will assign the elective that is not selected in Grade 6.

**Grade 8 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 fine arts -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. High school credit for Spanish I 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.** Successful completion of two years of World Language study in high school is required for graduation from a Maryland school for a college completer program. A minimum of two years of study of the same World Language is required for the college completer program and admission to the University System of Maryland.

**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.**

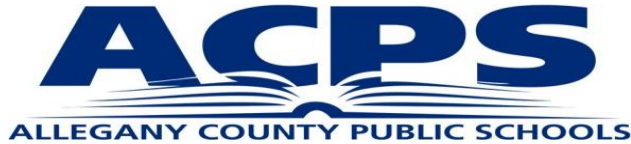
Please review the course selection sheet to select creative arts courses for the next school year. Then, go to the website at <https://md-allegany.myfollett.com> to electronically enter the courses. The computer must have an internet connection. Creative Arts courses must be selected electronically from **March 18-22, 2024.**

Sincerely,

*Dr. Kim Green Kalbaugh*

Dr. Kim Green Kalbaugh  
Chief Academic Officer

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



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**Superintendent of Schools**

Jeffrey S. Blank

**Student Log-in Instructions for Aspen**

On your internet browser, key in the following address: <https://md-allegany.myfollett.com>

1. Key in your Log-in ID and Password
2. Click on the **My Info** tab.
3. Click on **Request** (side tab).
4. Directions are printed in each INSTRUCTION box.
5. Your selections will be based on the grade specific course selection sheets.
6. When your selection process is complete, press LOG OFF – in the top right corner.
7. Changes can be made to your course selections from **3/18/2024–3/22/2024**.

2024-2025 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 2024-2025 Middle School Information Handbook or 2024-2025 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 2024-2025 school year.

*NOTE: The 2024-2025 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.*

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

**Allegheny 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.

---

**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-allegheny.myfollett.com>

2.21.24

**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 guidance counselor will assign the elective that was not selected in Grade 6.

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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

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

**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

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

2.21.24



# Course Descriptions for Middle School

## Creative Arts

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

## Core Content Areas

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 in both 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 on 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 and its social and cultural significance, evolution, systems, techniques, and uses. Technology Education is an integrated, experienced-based instructional program, which emphasizes learning through hands-on activities; a coding/robotics unit is included in the curriculum. 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. Computational learning/thinking is integrated into the technology education program.

### **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 and its social and cultural significance, evolution, systems, techniques, and uses. Technology Education is an integrated, experience-based instructional program, which emphasizes learning through hands-on activities; a coding/robotics unit is included in the curriculum. The Grade 7 building-trades activities focus on carpentry and plumbing techniques. Computational learning/thinking is integrated into the technology education program.

### **888 Technology Education**

Grade 8 Technology, Technological Processes and 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 and its social and cultural significance, evolution, systems, techniques, and uses. Technology Education is an integrated, experienced-based instructional program that emphasizes learning through hands-on activities. Robotics and coding are taught in the course, which builds computational learning skills. Through the lessons and activities, students develop analytical, critical, practical, and creative thinking skills.

## 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. A major shift in focus includes 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 introduction and discussion of the essential question and a preview of the related texts and vocabulary. Units contain text from a variety of genres and cultures with additional readings and activities. Students will learn how to analyze text critically using Notice and Note Strategies. Novels are also a component of some units. In addition, students have opportunities to select independent readings that relate to the essential questions and units of study. Assessment of learning in the form of benchmarks modeled on the MCAP Assessments or Document-Based Question writings (DBQs) will follow every unit. In sixth grade, Unit 1 is "**Discovering Your Voice,**" and the Essential Question is "*What are the ways you can make yourself heard?*" Students will use Response Logs to record their ideas about how each of the texts in the units relates to or is a commentary on the essential question and then use their documentation for extension activities and writings.

### 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. A major shift in focus includes 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 introduction and discussion of the essential question and a preview of the related texts and vocabulary. Units contain text from a variety of genres and cultures with additional readings and activities. Students will learn how to analyze text critically using Notice and Note Strategies. Novels are also a component of some units. In addition, students have opportunities to select independent readings that relate to the essential questions and units of study. Assessment of learning in the form of benchmarks modeled on the MCAP Assessments or Document-Based Question writings (DBQs) will follow every unit. In seventh grade, Unit 1 is "**Reality Check,**" and the Essential Question is "*What can blur the lines between what's real and what's not?*" Students will use Response Logs to record their ideas about how each of the texts in the units relates to or is a commentary on the essential question and then use their documentation for extension activities and writings.

## 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. A major shift in focus includes 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 introduction and discussion of the essential question and a preview of the related texts and vocabulary. Units contain text from a variety of genres and cultures with additional readings and activities. Students will learn how to analyze text critically using Notice and Note Strategies. Novels are also a component of some units. In addition, students have opportunities to select independent readings that relate to the essential questions and units of study. Assessment of learning in the form of benchmarks modeled on the MCAP Assessments or Document-Based Question writings (DBQs) will follow every unit. In eighth grade, Unit 1 is "**Gadgets and Glitches,**" and the Essential Question is "*Does technology improve or control our lives?*" Students will use Response Logs to record their ideas about how each of the texts in the units relates to or is a commentary on the essential question and then use their documentation for extension activities and writings.

### Reading 6, 7 and 8

Reading 6 (116), Reading 7 (117), and Reading 8 (118) are required subjects for all middle school students as part of the English/Language Arts experience in conjunction with Language Arts 6 (106), Language Arts 7(107), and Language Arts 8 (108). The reading courses are aligned to the Maryland College and Career Readiness Standards and are designed to provide instruction based on individual student needs as determined by reading screeners such as the i-Ready Reading Assessment, the Growth Reading Measure, or the Reading Inventory (RI). Intervention programs such as System 44, READ 180, or i-Ready may be incorporated as part of the reading curriculum. Students will receive explicit instruction in foundational reading skills as needed, text complexity, comprehension, and vocabulary as well as extended writing instruction. Assessment data will determine student progress. Students' growth will be monitored from the beginning of year to mid-year diagnostic and from the mid-year diagnostic to the end-of-year diagnostic. In addition, specific intervention programs include computer software that will also provide data to monitor 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, 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 Science and Physical Science content knowledge identified in the Next Generation Science Standards. Content knowledge to be studied includes the following: NGSS Life Science performance expectations and matter and energy, atomic structure and molecules, chemical reactions, fossils, and ecosystem changes.

### **408 Integrated Science 8**

Integrated Science 8 is a course that introduces the science skills and processes as they apply to Physical Science standards while integrating Earth and Life Science content knowledge identified in the Next Generation Science Standards. Chemistry content knowledge to be studied includes structure and matter, conservation of matter, states of matter, physical and chemical changes. Physics content knowledge to be studied includes mechanics, thermodynamics, electricity and magnetism, and wave interaction. At the end of this course, students will be assessed using the Maryland Comprehensive Assessment Program/Maryland Integrated Science Assessment (MCAP-MISA).

## Middle School- Social Studies

### **206 Social Studies**

Grade 6 Social Studies 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 provides students with historical information that will assist them in analyzing and interpreting both past events and current issues. This course uses the Framework of the College, Career and Civic Life (C3), which provides teachers with instructional support in incorporating Disciplinary Literacy and English Language Literacy Standards.

### **207 Environmental Geography**

Grade 7 Environmental Geography 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 uses the Framework of the College, Career and Civic Life (C3), which provides teachers with instructional support in incorporating Disciplinary Literacy and English Language Literacy Standards.

### **218 United States History**

Grade 8 United States History focuses on developing students' understanding of American History from Colonization until the dawn of the 20<sup>th</sup> Century. In United States History, students will interpret historical evidence and identify significant trends and major turning points that define the first 300 years of the American experience. In addition, students will be able to understand the development and expansion of a market economy, they will examine the foundational documents and democratic practices that define the growth of the American Republic, and they will explore the impact of different cultures on the development of an American identity. At the end of the course, 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 basic language skills. 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 basic language skills. 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 retake the course if the student earned a D or F in the course.

## Middle School Scheduling Timeline for 2024-2025 Academic School Year

<b>February-March</b>	Counselors visit classrooms to speak with students in grade eight(8) about graduation requirements and course selection for the following school year, and their four-year plan. Grade 5 and middle school meetings are held.												
<b>March 18- March 22</b>	Parents/students select and schedule Creative Arts online in ASPEN.												
<b>March 25-April 5</b>	Build view is opened for counselors to check student course requests for accuracy and completeness. Counselors make selections for students who did not schedule Creative Arts.												
<b>April 8-April 12</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><tr><td>April 8</td><td>1:00 - 3:30 pm</td><td>Mount Savage Middle</td></tr><tr><td>April 9</td><td>1:00 - 3:30 pm</td><td>Westmar Middle</td></tr><tr><td>April 10</td><td>1:00 - 3:30 pm</td><td>Braddock Middle</td></tr><tr><td>April 11</td><td>1:00 - 3:30 pm</td><td>Washington Middle</td></tr></table>	April 8	1:00 - 3:30 pm	Mount Savage Middle	April 9	1:00 - 3:30 pm	Westmar Middle	April 10	1:00 - 3:30 pm	Braddock Middle	April 11	1:00 - 3:30 pm	Washington Middle
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<b>April 15- April 30</b>	After the schedule build meeting, counselors will load students into the master schedule, to create heterogeneous class lists.												
<b>May 1-May 20</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 20- May 29</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.

2024-2025

ALLEGANY COUNTY PUBLIC SCHOOLS  
MIDDLE SCHOOL SCHEDULING INFORMATION