



# Middle School Program of Studies 2012-13

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# Middle School Program of Studies

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Westminster, Maryland

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## *Message from the Superintendent*

This publication is designed to help students and parents develop a carefully planned education program for middle school. This plan should be based on established graduation requirements and should reflect the interests of the student. Approved course offerings available in Carroll County middle schools are identified. Each school develops its program from these course offerings.

Students are encouraged to develop an educational program that clearly prepares them to enter a post-secondary education program and prepares them to enter their chosen field of work. Parents, teachers, and counselors need to assist students in developing an educational plan that takes advantage of the comprehensive academic, career and technology, and fine and practical arts course offerings. It is essential for the plan to assure that all state course and competency testing graduation requirements are met.

Today's students face a much more complex and challenging world. As a school system, it is our responsibility to make sure that they are acquiring the skills they will need to be successful. By focusing our efforts on good instruction and by making sure students are provided with a supportive environment, we can assure that they will be successful.

Best wishes to all of our students as they prepare for the challenges of middle school.

Stephen H. Guthrie  
Superintendent

# ***Overview of Middle School and Middle School Philosophy***

## **Philosophy**

Education for students in their middle learning years should nurture intellectual, social, emotional, and physical growth. Schools educating students aged ten to fourteen should be organized to accommodate the development characteristics and the unique needs of those students. Curriculum, instruction, assessments, student activities, support services, as well as the environment, organization and administration of those schools, should promote the improvement of academic skills, encourage individual student's interests and talents, and foster social competency and personal success. The total school program should enhance the quality of school and personal life of early adolescents, facilitate their successful transition from the early learning years to the high school learning years, and lay an important foundation for life.

From: **What Matters in the Middle Grades**  
Recommendations for Maryland Middle Grades Education: 1988

## **Organization**

The middle school organization in Carroll County includes grades six through eight. Students are organized into interdisciplinary teaching teams which provide instruction in the academic subjects. Instruction in the non-core areas is provided by a separate team of teachers. Students are grouped and regrouped for instruction by the teams of teachers. When possible, scheduling provides for individualization to meet youngsters' needs.

## **Curriculum**

The middle school curriculum in Carroll County Public Schools provides the opportunity for implementation of the basic philosophy. The curriculum for the middle learning years recognizes the identified characteristics and developmental processes of early adolescence. It provides opportunities for students to improve basic skills, receive a general education, and discover and pursue special interests. The curriculum is success-oriented and directed toward skill and concept development. It is also broad enough to accommodate the individual differences in social, physical, emotional, and intellectual development.

## ***Academic Advancement in the Middle School***

Middle school students progress through developmental stages. Those who progress academically beyond their age peers may pursue advanced academic or honors level courses. Advanced academic and honors level courses should represent instruction that is differentiated to provide increased rigor and challenge for highly motivated students while preserving and nurturing the joy of learning. Advanced academic and honors level courses should not be significantly more work in terms of quantity, but rather more demanding to the extent that students will be required to use higher level thinking skills and be more independent, creative, and extensive in the pursuit of topics and concepts. This differentiation can be achieved by modifying the content selected, the process emphasized, and the products developed. Advanced academic and honors level courses offered at the middle school level are also designed to prepare students for honors and advanced placement courses in high school.

**Advanced academic and honors level courses should differ in at least four ways:**

- Rate** faster pacing with less guided practice;
- Depth** deeper exploration of concepts and topics, use of primary and specialized resources, opportunity to focus on aspects of particular interest or complexity;
- Breadth** expansion of topics for greater analysis, synthesis, and evaluation, as well as exploration of related issues and disciplines;
- Methodology** more guided student decision making regarding goals, activities, materials, resources, and products, as well as independent study, use of inquiry and problem-solving approaches, and creative and open-ended assignments.

**Target Student Population**

Students should be recommended for advanced academic and honors level courses on a course by course basis, with careful guidance and review of each grade level beginning with entry to 6<sup>th</sup> grade. Entrance or exit from advanced academic and honors level courses should be flexible and timely to guard against academic misplacement. Care should be taken to judge students’ abilities in specific academic areas, recognizing that some students will not excel in all areas and therefore should be selective about accelerated academic courses.

Advanced academic and honors level courses are intended for highly motivated students. Typically, these students learn more rapidly, have a greater capacity for making generalizations and understanding abstract concepts, are creative and original, and are curious and driven to uncover more information about a topic of interest.

**Sequence of Middle School Advanced Academic and Honors Level Courses:**

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Advanced Academic Math 6	Advanced Academic Math 7 Honors Math 7	Honors Algebra I/Data Analysis Honors Intermediate Algebra/Data Analysis
Honors Science 6	Honors Science 7	Honors Science 8
Honors ELA 6	Honors ELA 7	Honors ELA 8
Honors Social Studies 6	Honors Social Studies 7	Honors Social Studies 8

Students enrolled in advanced academic and honors courses are expected to:

**Learn**

- Abstract concepts
- Content beyond the essential outcomes
- At a faster and more detailed pace
- Independently and collaboratively
- Through questioning, problem solving, investigating, and exploring

**Manage**

- A more demanding workload
- Multiple tasks
- Personal learning goals
- Above grade-level work

### **Demonstrate**

- Effective work and study habits
- Responsibility and organization
- An unusual attention and interest span
- Higher level thinking skills
- Initiative and motivation
- High quality completion of assignments
- A deep understanding of content
- Refined reading and writing ability
- The ability to apply learned content to new situations
- Leadership skills
- Above average achievement throughout the course

### ***Awarding Credit for High School Courses Completed in Middle School***

Effective September 2001, students shall receive credit for high school courses completed in middle school. The full high school curriculum shall be taught in these courses, and all required county or state assessments shall be given to the students at the time the course is taken. The student's grade in these courses shall become part of their high school transcript and shall be part of the student's high school Grade Point Average calculation. However, at the request of a parent, student or teacher, the principal may withdraw a student up to the end of the first semester (18 weeks) with no grade appearing on the permanent record. Students who are withdrawn after the first semester shall receive a grade of WP (Withdraw-Passing) or WF (Withdraw-Failing).

Students who successfully complete the following courses shall receive the corresponding high school credit:

- Honors Algebra I/Data Analysis (Level 8) (with a weighted GPA option)
- Honors Intermediate Algebra/Data Analysis (Level 8) (with a weighted GPA option)
- Spanish I (Level 6 – Academic)
- Spanish 1A/1B (Level 6 – Academic)
- French I (Level 6 – Academic)

Students enrolled in Honors Algebra I/Data Analysis must take and pass the Maryland High School Assessment for Algebra/Data Analysis as a requirement for earning a high school diploma.

# High School Graduation Requirements

## Credit Requirements

Subject	Required Credit	Required Courses
English	4	English 9, English 10, English 11, or AP Language and Composition, English 12 or AP Literature and Composition
Social Studies	3	-Government -United States History or AP United States History -World History or AP World History
Science	3	-Biology I *Conceptual Physics and Chemistry I are prerequisites -Remaining credits from earth, life, and/or physical sciences that include laboratory experiences
Mathematics	4 For University System of Maryland requirements and dual completer students  <b>OR</b> 3 For Career and Technology Completer Students	-Algebra/Data Analysis I (or Algebra/Data Analysis A and B) -Intermediate Algebra/Data Analysis -Geometry -Algebra II/Data Analysis (For students entering grade 9 in 2011 and thereafter, one of the following courses must be taken during the final year of high school: Algebra II/Data Analysis, Trigonometry/Pre-Calculus, Calculus, or AP Calculus, AB, AP Calculus BC, Trigonometry, Probability and Statistics, or AP Statistics)  -Two credits of Algebra -One credit of Geometry
Physical Education	1	-Physical Education I (1/2 credit)
Health	½	-Health I
Fine Arts	1	-Completed credit in any Fine Arts course may be applied to the Fine Arts Graduation requirements unless otherwise indicated.
Technology Education	1	-Foundations of Technology or Principles of Engineering (Project Lead the Way Completer Program)
World Language	2	-Two credits of the same world language
<b>Or</b> American Sign Language	2	-Sign Language I, II, & III
<b>Or</b> Advanced Technology	2	-See Technology Courses listed in the High School Program of Studies
<b>Or</b> A State-approved Career and Technology Completer Program	(4-9)	-See Completer Programs in the High School Program of Studies
Financial Literacy	½	Financial Literacy or Financial Management Using Software Application
Electives	5-12	
Total Credits Required	25	

Credit will be awarded for high school courses completed successfully in middle school.

## **Enrollment Requirement**

Four Years of approved study beyond the eighth grade.

## **Student Service Requirement**

The state-mandated 75 hours of service learning requirement may be met by completing the course-related option and/or the exemplary service option. (See Service Learning Guidelines.)

### **Additional Requirements**

- Four years of approved study beyond the eighth grade
- Four credits must be earned after the completion of grade 11
- State-mandated 75 hours of service-learning may be met by completing the course –related option and/or the exemplary service option. (See Service-Learning Guidelines on p. 13)
- Take and pass the **three** required Maryland High School Assessments (English, Algebra I Data Analysis, and Biology), or take all **three** High School Assessments, and earn the combined passing scoring of **1208**. More details may be found at [www.hsaexam.org](http://www.hsaexam.org). Students who meet eligibility criteria also have the option to complete the Bridge Plan for Academic Validation. More details may be found in the CCPS Student Services Handbook available at [www.carrollk12.org](http://www.carrollk12.org).
- Meet the course requirements for University System of Maryland Admission and/or complete a state-approved career and technology completer program. (See p. 16 for University System of Maryland Admission Requirements.)

## **Service Learning Program**

### **Mission Statement**

The Carroll County Service-Learning Program has been designed to benefit the student, school, and the community through developmentally appropriate Service-Learning opportunities.

### **Definition of Service-Learning**

Service-Learning teaches students that they are able to make a difference in the community through actions of citizenship. Service-Learning includes; Preparation, identifying projects and learning skills; Action, Direct Service such as tutoring or helping at a nursing home. Indirect Service such as organizing a food drive or cleaning up the Bay; and Advocacy projects such as MADD, Just Say No, or DARE; and Reflection, evaluating projects through discussion or completion of the writing prompt on the Service-Learning Reflection Form.

### **Carroll County Guidelines**

1. Students, parents, and individuals/organizations who accept student volunteers are hereby advised that the fact that Service-Learning is mandated is not a sufficient basis for attaching liability to the Carroll County Public Schools. The Board of Education of Carroll County does not provide general liability insurance for individuals or organizations for whom students may perform student service. Parents or guardians of student and individuals or organizations that accept student volunteers should verify the adequacy of their own insurance coverage.
2. The Carroll County Program will meet or exceed the minimum number of hours (75) of Service-Learning as required by the State of Maryland. Students may count a maximum of 20% of total service hours as preparation unless pre-approved by the school Student Service Coordinator.
3. Students may meet the Service-Learning Graduation Requirement by completing the Course-Related Option or by completing the Exemplary Service Award Option.
4. Students may accumulate service hours beginning the summer after the completion of grade 5 through grade 12; and, may complete the requirement any time during that period. Students must complete a minimum of 55 Service Learning hours by the end of the eleventh grade in order to be promoted to Senior status.

5. Service-Learning hours will be pro-rated for students transferring into Carroll County Schools from out-of-state or from non-public schools after the start of the sophomore year. Students transferring during the sophomore year will be required to complete 40 hours; during the junior year, 30 hours; during the first semester of the senior year; 10 hours; during the second semester of their senior year, 05 hours.
6. Service-Learning activities will be approved by the school principal or student service coordinator. Students shall not be paid for their service and shall not earn hours for service to a for-profit agency or business. Students shall not earn hours for service in preparation for or during religious services; not earn hours for assisting family members with tasks such as cutting the lawn or babysitting; not be excused from school to earn service-learning hours. Check with the school coordinator for clarification.
7. Students choosing the Exemplary Service Option must document service learning hours on the Service-Learning Reflection Form.

### **Course-Related Service Option**

Students may fulfill the Service-Learning Graduation Requirement by successfully completing courses that contain a service-learning component. Students must earn the minimum of 75 service-learning hours to satisfy the Service-Learning requirement. The number of hours each course provides is listed below.

#### ***Middle School Courses Providing Hours:***

6<sup>th</sup> grade Outdoor School (10)

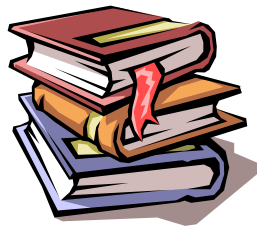
8<sup>th</sup> grade Family and Consumer Sciences (15)

Learning For Independence Job Readiness (15)

### **Exemplary Service Award**

Students who complete a minimum of 300 service-learning hours by May 1 of their senior year will earn the Exemplary Service Award and will be honored with a certificate upon graduation.

Service-Learning hours must be documented on a Service-Learning Form and approved by the Service-Learning Coordinator in the same year in which the service is performed.



## ***Course Offerings Grade 6***

### ***English Language Arts (ELA) 6***

**Foundational Course #: 908463**

**Academic Course #: 908466**

**Honors Course #: 908468**

Students in the 6<sup>th</sup> grade will spend an equal amount of their classroom time reading complex, grade-level appropriate literary and informational texts. Students will analyze both the structure and content of complex texts to evaluate the effectiveness of an author's presentation of ideas and themes, the strength of the arguments and assertions put forth by an author and the implications of an author's ideas and conclusions for them personally and for society.

In addition, students in grade 6 will be increasingly challenged to sharpen their ability to speak and write with more clarity and coherence than before. Students will compose arguments of varying lengths, supporting their claims with strong evidence and logical reasoning. Also, students will continue to compose explanatory essays that synthesize information from multiple non-fiction texts, both assigned and self-selected. Finally, students

will compose personal narratives that connect their personal thoughts and experiences to ideas and themes encountered in their reading.

## ***Family and Consumer Sciences 6***

**Course #: 408560**

The focus of sixth grade family and consumer sciences is on personal human development. Special attention is given to positive self image, career awareness, personal care, financial literacy and resource management, and food and nutrition. Class activities include demonstrations, laboratories, small group work, and individual projects. The course is designed for presentation to all sixth grade students.

## ***Fine Arts 6***

**Art 6**

**Course #: 608560**

The sixth grade art program provides students with activities to enlarge their understanding of form, line, space, texture, and color. Students work in the areas of two and three dimensional design. Emphasis is placed on the study of Western and Eastern procedures in drawing. Exemplars selected from twelve masters and their works of art are used in each area of study.

**Chorus 6**

**Course #: 658760**

Vocal music opportunities are provided to interested students in activity periods or as extracurricular activities. Students are selected based on interest and ability. Offerings vary depending on student interest and teacher availability.

**General Music 6**

**Course #: 658560**

**Course #: 658960 – Part I**

**Course #: 659060 – Part II**

The program of studies in the middle school is designed to provide experiences and to develop skills which widen the aesthetic awareness of each individual. Consideration is given and instructional techniques are used to meet the needs of special education students. Grade six lessons emphasize the elements of music including rhythm, melody, harmony, form and tone color. An emphasis is placed on the study of world folk music, the musical theater, and the study of the instruments of the orchestra.

**Instrumental Music 6**

**Band Course #: 658660**

**Orchestra Course #: 658860**

Instrumental Music is provided on a scheduled basis. Students are scheduled in small group classes based on their ability. Large group activities are provided on the basis of student interest and teacher availability. Some ensembles meet as extracurricular activities. The three year program is sequentially developed to provide opportunities for students to progress in developing their skills.

## ***Health 6***

**Course #: 308560**

The sixth grade Health Curriculum focuses on overall wellness with topics ranging from mental health and stress management, substance abuse prevention, consumer health, nutrition, safety & injury prevention, family life and human development, and disease prevention and control. This course encourages students to develop skills, attitudes, and behaviors that will empower them to make responsible decision that promote healthful behaviors.

NOTE TO PARENTS: A letter will be sent home from your child's health educator explaining the Family Life and Human Development component of the course. This letter will include a permission slip which must be returned to school for your child to participate.

## ***Mathematics 6***

**Foundational Course #: 208563**

**Academic Course #: 208566**

**Advanced Academic Course #: 208556**

The sixth grade mathematics program provides students with opportunities to refine and develop a strong foundation in mathematics to support future study. Each aspect of the curriculum will develop deeper conceptual understandings as students are provided with experiences to apply mathematical concepts and rules in real-world applications. Equipped with a deeper understanding of numbers systems, students will explore advanced topics relating to decimals, ratios, and rational numbers. In preparation for subsequent courses, students will also investigate equations, inequalities and quantitative relationships. A rigorous study of geometry and probability will include topics such as area, volume, surface areas and statistical variability and measures of center. Quantitative reasoning will be developed within the problem solving process through analysis, interpretation, and justification within the context of a given situation. The use of technology throughout the course will enable visualization of results, allow students to explore data sets and promote the discovery of appropriate rules and formulas.

## ***Outdoor Education 6***

**Course #: 258460**

The Carroll County Outdoor School program, located at the Hashawha Environmental Center, is an integral part of the middle school course of studies. The program is designed to address the unique abilities and needs of early adolescent students. The Outdoor School curriculum is derived from the Maryland content standards, CCPS science curriculum and benchmarks as well as the North American Association of Environmental Education's "Best Practices." The instructional methodology employed is "Environmental Issue Investigation." This methodology is supported by the educational research as the most effective strategy for environmental concept formation and moving students from knowledge to positive action. All Carroll County sixth graders have the opportunity to attend this week-long residential environmental education program.

The Mission of the Outdoor School is to assist students in:

- Acquiring and accessing relevant environmental information;
- Developing effective decision making strategies;
- Applying their knowledge and skills by providing positive environmental models and opportunities for action.

During the course of the week, students will collect, organize, and analyze data leading to sound conclusions regarding positive environmental action. They will investigate a number of areas including; the environmental history of our region, the Chesapeake Bay watershed, the local impact on the bay's health, stream ecology,

wildlife habitats, native plants and animal, wetlands, group problem solving strategies, and wildlife simulations related to population dynamics and human impact. Students will also be engaged in a number of environmental “action” projects while at Hashawha. Students will reflect on and apply their knowledge related to environmental issues they have investigated throughout the week.

The service learning projects may include: learning about and tending the native gardens, caring for native trees in our nursery, monitoring bluebird nesting boxes as well as building bird feeders and boxes, building habitat enhancements such as brush piles, working on hiking trails to prevent soil erosion, removing invasive alien plants, and a variety of other worthwhile action projects. Through this integration of service learning into our curriculum, students earn 10 service hours. Following their Outdoor school experience, students also have the opportunity to earn an additional 10 service learning hours by completing an environmental project at home or at their school. The ultimate goal of the Outdoor School is not to merely increase a student’s knowledge, but to positively and significantly change attitudes and actions towards the environment.

## ***Physical Education 6***

**Course #: 258560**

The middle school physical education curriculum focuses on each student’s continuous development of physical fitness attributes and movement skills. Five themes are central to the program: fitness, striking, throwing and catching, integrated movement, and group initiatives. The actual activities used to address the Maryland physical education performance standards that stress physical, social, and intellectual development, vary each year. Both formal and informal procedures are used regularly to assess the students’ sports skill performances and knowledge. Students are given opportunities to develop leadership and to work in small groups to solve problems or accomplish tasks. Diverse capabilities and social needs of individual students are addressed in the physical education program. Through purposeful learning activities, students are guided to refine motor, social, and intellectual skills which promote a fit and active lifestyle for the future.

## ***Science 6***

**Foundational Course #: 158563**

**Academic Course #: 158566**

**Honors Course #: 158568**

The content of the sixth grade curriculum matches the outcomes of the MSDE Content Standards. The curriculum includes units of study on matter, electricity, energy, and ecology units. The ecology units are taught during Outdoor School. Science classes include the opportunity for hands-on-activities for at least 30% of the class time. Computers will enhance the course using the digitized text, a variety of software products, and data-collecting interfaces.

## ***Social Studies 6***

**Foundational Course #: 108563**

**Academic Course #: 108566**

**Honors Course #: 108568**

The sixth grade program aims to provide the foundations of World History. The Maryland Learning Outcomes and State Standards for Social Studies form the basis for the study of Ancient History, including units on prehistoric times, Ancient Egypt, Mesopotamia, India, China, Greece, and Rome.

## ***Technology Education 6***

**Course #: 458560**

Exploring Technology: In sixth grade, students develop an understanding of the progression and scope of technology. Through group and individual activities, students will develop an awareness of the designed (human-made) world. Students will begin to see the relationships among technologies and between other fields of study, specifically math and science. Through analyzing technological products and processes, students will assess the impact of technology. Students will begin to identify that the core technologies are the building blocks to all technological systems. Problem solving skills are enhanced throughout the course using hands-on activities.

## ***World Languages 6***

**Fundamentals of Spanish 6**

**Course #: 708460**

As an introduction to the study of Spanish, students will study elementary expressions, the Spanish alphabet, and basic vocabulary to begin the development of oral communication skills. Students will also study various cultures and celebrations. To provide students with opportunities to use acquired information, a variety of activities and performance assessments will be used.

## ***Intervention Offerings – 6<sup>th</sup> Grade***

The following courses are designed to provide specific academic interventions to identified students. Not all courses are available in all schools.

**Academic Development 6**

**Course #: 808560**

**Mathematics Lab 6**

**Course #: 208660**

**Physical Fitness 6**

**Course #: 258660**

**Reading Resource 6**

**Course #: 908760**

**Language Arts Resource 6**

**Course #: 058760**

**Math Resource 6**

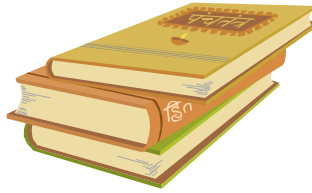
**Course #: 208760**

**Reading Lab 6**

**Course #: 908660**

**Writing Lab 6**

**Course #: 088560**



## **Course Offerings Grade 7**

### ***English Language Arts (ELA) 7***

**Foundational Course #: 908473**

**Academic Course #: 908476**

**Honors Course #: 908478**

Students in the 7<sup>th</sup> grade will spend an equal amount of their classroom time reading complex, sophisticated literary and informational texts. Students will analyze and critique both the structure and content of complex texts to evaluate the effectiveness of an author's presentation of ideas and themes, the strength of the arguments and assertions put forth by an author, and the implications of the author's ideas and conclusions for them personally and for society.

In addition, students in grade 7 will be increasingly challenged to sharpen their ability to speak and write with more coherence and impact than before. Students will compose arguments of varying lengths, supporting their claims with strong evidence and logical reasoning. Also, students will continue to compose refined explanatory essays that synthesize and evaluate information from multiple non-fiction texts, both assigned and self-selected. Finally, students will compose personal narratives that extend the ideas and themes encountered in their reading, while making personal connections where appropriate.

### ***Family and Consumer Sciences 7***

**Course #: 408570**

The focus of seventh grade family and consumer sciences is the individual and the family. Special attention is given to family roles and communication, family membership throughout the life cycle, nutrition, financial literacy and resource management and career exploration. Class activities include large presentations, demonstrations, laboratories, small group work, and individual projects. This course is designed for all seventh grade students.

### ***Fine Arts 7***

**Art 7**

**Course #: 608570**

The grade seven art program continues the study of concepts begun in grade six in each of the areas and broadens the concepts to give greater definition in drawing to gesture, figure, portraiture, and caricature. Greater in-depth study is given to artists, their works, and student understanding of how to view and describe how artists use various concepts and techniques to accomplish their goals in a work.

**Chorus 7**  
**Course #: 658770**

Vocal music opportunities are provided to interested students in activity periods or as extracurricular activities. Students are selected based on interest and ability. Offerings vary depending on student interest and teacher availability.

**General Music 7**  
**Course #: 658570**  
**Course #: 658970 – Part I**  
**Course #: 659070 – Part II**

Seventh grade music continues study in the elements of music and provides experiences with the styles of music from the Mediaeval through the Romantic Period. Opera is studied in a broad generic sense. Students study a unit focusing on careers in music with emphasis placed on careers in the music industry as well as in the field of education. Laboratory experiences begin in grade seven in the areas of piano, recorder, synthesizer, guitar and research activities.

**Instrumental Music 7**  
**Band Course #: 658670**  
**Orchestra Course #: 658870**

Instrumental Music is provided on a scheduled basis. Students are scheduled in small group classes based on their ability. Large group activities are provided on the basis of student interest and teacher availability. Some ensembles meet as extracurricular activities. The three year program is sequentially developed to provide opportunities for students to progress in developing their skills.

## ***Health 7***

**Course #: 308570**

The seventh grade Health Curriculum focuses on overall wellness with topics ranging from mental health and goal setting, substance abuse prevention, consumer health, nutrition, eating disorders, safety & injury prevention, family life and human development, and disease prevention and control. This course encourages students to develop skills, attitudes, and behaviors that will empower them to make responsible decisions that promote healthful behaviors.

NOTE TO PARENTS: A letter will be sent home from your child's health educator explaining the Family Life and Human Development component of the course. This letter will include a permission slip which must be returned to school for your child to participate.

## ***Mathematics 7***

**Foundational Course #: 208573**  
**Academic Course #: 208576**  
**Advanced Academic Course #: 208596**  
**Honors Course #: 208598**

The seventh grade mathematics program begins a transitional period where students are introduced to higher levels of mathematics abstraction. Algebraic, geometric, and data concepts are provided to form a basis for further mathematics study at the high school level. Arithmetic skills continue to be refined and expanded. Practical applications and problem solving receive continued emphasis.

### **Advanced Academic Course #: 208596**

The seventh grade course of study is robust and provides a coherent curriculum that prepares students for higher level mathematics. The concepts taught emphasize procedural skill as well as conceptual understanding. The curriculum will provide increased rigor and depth into topics such as rational numbers, integers, signed and decimals, fractions, and mixed numbers. Equipped with a deeper understanding of rational numbers, students will solve real life problems using algebraic expressions, equations, and inequalities. They will also construct geometric figures and describe relationships between them. A study of probability and statistics will include concepts such as a random sampling, drawing inferences about a population, and making predictions. With an emphasis on the graphing calculator, various forms of technology will be used as problem solving and critical thinking skills are expanded.

### **Honors Course #: 208598**

This rigorous course will challenge students to solve real world problems, justify their thinking, and explain their mathematical reasoning as they develop the foundational concepts needed for Algebra I. Students will discover and apply properties of numbers and use critical thinking skills such as classifying and ordering rational and irrational numbers. Furthermore, students will create multiple representations of equations in order to compare and analyze proportional relationships. This will include linear models with bivariate measurement data, and solving linear equations and systems of linear equations. In addition, students will develop the meaning of functions and their relationship to equations and slope. Students will also determine characteristics of similar and congruent figures, identify and use transformation rules, and apply formulas to geometric figures.

## ***Physical Education 7***

### **Course #: 258570**

The middle school physical education curriculum focuses on each student's continuous development of physical fitness attributes and movement skills. Five themes are central to the program: fitness, striking, throwing and catching, integrated movement, and group initiatives. The actual activities used to address the Maryland physical education performance standards that stress physical, social, and intellectual development, vary each year. Both formal and informal procedures are used regularly to assess the students' sports skill performances and knowledge. Students are given opportunities to develop leadership and to work in small groups to solve problems or accomplish tasks. Diverse capabilities and social needs of individual students are addressed in the physical education program. Through purposeful learning activities, students are guided to refine motor, social, and intellectual skills which promote a fit and active lifestyle for the future.

## ***Science 7***

### **Foundational Course #: 158573**

### **Academic Course #: 158576**

### **Honors Course #: 158578**

The Life Science curriculum has been matched to the outcomes of the MSDE Content Standards. Activities include hands-on experiences for at least 40% of the class time. These activities provide opportunities for students to see the relationship of science concepts to everyday life. The course is divided into the following units: body systems, life processes, cells, genetics, simple organisms, classification of animals, and ecology. Activities include one dissection of a frog with several others being optional. Alternative activities to the dissection are available upon request. Computers will enhance the course using the digitized text, a variety of software products, and data-collecting interfaces.

## ***Social Studies 7***

**Foundational Course #: 108573**

**Academic Course #: 108576**

**Honors Course #: 108578**

Seventh grade social studies focuses on *The Medieval World*. Units include Developing Interpretations of the Past, Middle East and African Empires, Medieval Europe, Asia During the Middle Ages, and Complex Civilizations of the Americas. Content and skills are based on the Maryland Learning Outcomes.

## ***Technology Education 7***

**Course #: 458570**

**Invention and Innovation:** In seventh grade, students will focus on the design process. Brainstorming, modeling, testing, evaluating, and modifying will be used to apply the design process in the invention or innovation of a new product, process, or system. Students participate in engineering design activities to understand how criteria, constraints, and processes affect design. Throughout the design process, students will develop skills to communicate design information. Students will learn how various inventions and innovations impact their lives.

## ***World Languages 7***

**Spanish 1A**

**Academic Course #: 708476**

As a building block for further study of Spanish, the students will practice sounds of the language, memorize vocabulary, and everyday expressions, and engage in simple dialogues. While the course emphasizes listening, speaking, reading, and writing skills, more emphasis is placed on the oral communication process. Students will also study the culture of Spanish-speaking countries. This half-year course is only offered to seventh grade students. Students who successfully complete this course should enroll in Fundamentals of Spanish 1-B. High School credit is earned upon successful completion of Spanish 1-A and Spanish 1B.

## *Intervention Offerings – 7<sup>th</sup> Grade*

The following courses are designed to provide specific academic interventions to identified students. Not all courses are available in all schools.

Academic Development 7  
Course #: 808570

Reading Resource 7  
Course #: 908770

Language Arts Resource 7  
Course #: 058770

Mathematics Lab 7  
Course #: 208670

Physical Fitness 7  
Course #: 258670

Reading Lab 7  
Course #: 908670

Writing Lab 7  
Course #: 088570



## **Course Offerings Grade 8**

### ***English Language Arts (ELA) 8***

**Foundational Course #: 908483**

**Academic Course #: 908486**

**Honors Course #: 050108**

Students in the 8<sup>th</sup> grade will read and grapple with high-quality nonfiction texts, and great works of literature. Students will analyze and critique both the structure and content of complex texts to evaluate the effectiveness of an author's presentation of ideas and themes, the strength of the arguments and assertions put forth by an author, and the implications of the author's ideas and conclusions for them personally and for society.

In addition, students in grade 8 will be increasingly challenged to refine their ability to speak and write with rhetorical effect. Students will compose arguments of varying lengths, supporting their claims with strong evidence and logical reasoning, while acknowledging and countering opposing claims and contradictory evidence. Also, students will continue to compose refined explanatory essays that synthesize and evaluate information from multiple non-fiction texts, both assigned and self-selected. Finally, students will compose personal narratives that challenge and respond to the ideas and themes encountered in their reading, while making personal connections where appropriate.

## ***Family and Consumer Sciences 8***

### **Course #: 408580**

The focus of eighth grade family and consumer sciences focuses is on the individual, family, and society. Special attention is given to financial literacy, managing resources and exploring issues in society which impact individuals and families. Fifteen hours of student service learning credit are earned as a part of the successful completion of this course. This class is designed for all eighth grade students. Activities include individual and group projects dealing with real life issues and situations.

## ***Fine Arts 8***

### **Art 8**

#### **Course #: 608580**

Grade eight art gives more in-depth study to drawing and painting and provides many additional activities in the area of three dimensional design. Students strengthen their abilities in graphic arts, sculpture, and ceramics with emphasis placed on technique, fashion, packaging as related to the concepts of illustration and design. In drawing, students refine skills in the areas of portraiture, caricature, still life, and figure design.

### **Chorus 8**

#### **Course #: 658780**

Vocal music opportunities are provided to interested students in activity periods or as extracurricular activities. Students are selected based on interest and ability. Offerings vary depending on student interest and teacher availability.

### **General Music 8**

#### **Course #: 658580**

#### **Course #: 658980 - Part I**

#### **Course #: 659080 – Part II**

Eighth grade music places a major focus on styles of music in the Twentieth Century. Styles, from impressionism through jazz, as well as popular music styles are studied. During grades seven and eight, students have laboratory experience in studying piano, recorder, guitar, and in the use of the tape recorder and synthesizer. Students study a unit focusing on careers in the music industry as well as music education.

### **Instrumental Music 8**

#### **Band Course #: 658680**

#### **Orchestra Course #: 658880**

Instrumental Music is provided on a scheduled basis. Students are scheduled in small group classes based on their ability. Large group activities are provided on the basis of student interest and teacher availability. Some ensembles meet as extracurricular activities. The three year program is sequentially developed to provide opportunities for students to progress in developing their skills.

## *Health 8*

**Course #: 308580**

The eighth grade Health Curriculum focuses on overall wellness with topics ranging from mental health and suicide prevention, substance abuse prevention, consumer health, safety & injury prevention, family life and human development, and disease prevention and control. This course encourages students to develop skills, attitudes, and behaviors that will empower them to make responsible decision that promote healthful behaviors.

NOTE TO PARENTS: A letter will be sent home from your child's health educator explaining the Family Life and Human Development component of the course. This letter will include a permission slip which must be returned to school for your child to participate.

## *Mathematics 8*

**Foundational Course #: 208583**

**Academic Course #: 208586**

The eighth grade mathematics program continues the transition to a higher level of mathematical understanding. Equations and algebraic concepts are studied. Computational skills are further refined and expanded to prepare students to function mathematically in our society. Geometry, probability, and statistics concepts are also extended. The use of memorized arithmetic facts, estimation, and the calculator as problem-solving tools continues to be emphasized.

**Honors Algebra I/Data Analysis**

**Course #: 201818**

**Credit: 1 High School Credit**

This course is recommended for students who currently possess computational skills and understand fundamental algebraic and geometric concepts taught in prior math classes. In Algebra I / Data Analysis, the student will learn to solve linear equations and inequalities showing the solution set graphically; to solve verbal problems algebraically; to recognize and apply the properties of the real number system and to solve systems of linear equations. Skills in working with graphing calculators, polynomials, finding products, as well as applications are stressed. Probability and data analysis will be emphasized. Factoring will be included if time permits. Middle school students enrolled in this course will take the Maryland High School Assessment in Algebra/Data Analysis. Students will earn one high school credit upon successful completion of this course.

**Honors Intermediate Algebra/Data Analysis**

**Course #: 202218**

**Credit: 1 High School Credit**

This course is designed for the student who has completed Honors Algebra I/Data Analysis. The topics include factoring, functions, quadratic equations, systems of equations/inequalities, complex numbers, rational expressions/equations, and matrices. The solution of related problems using the graphing calculator will be included.

## *Physical Education 8*

**Course #: 258580**

The middle school physical education curriculum focuses on each student's continuous development of physical fitness attributes and movement skills. Five themes are central to the program: fitness, striking, throwing and

catching, integrated movement, and group initiatives. The actual activities used to address the Maryland physical education performance standards that stress physical, social, and intellectual development, vary each year. Both formal and informal procedures are used regularly to assess the students' sports skill performances and knowledge. Students are given opportunities to develop leadership and to work in small groups to solve problems or accomplish tasks. Diverse capabilities and social needs of individual students are addressed in the physical education program. Through purposeful learning activities, students are guided to refine motor, social, and intellectual skills which promote a fit and active lifestyle for the future.

## *Science 8*

**Foundational Course #: 158583**

**Academic Course #: 158586**

**Honors Course #: 158688**

The eighth grade Earth Science course is divided into five areas: astronomy, geology, oceanography, meteorology, and the history of the Earth. The content is matched to the MSDE Content Standards. This course provides a survey of all earth science topics, not a specialization in a given area. Computers will enhance the course using the digitized text, a variety of software products, and data-collecting interfaces.

## *Social Studies 8*

**Foundational Course #: 108583**

**Academic Course #: 108586**

**Honors Course #: 108588**

Eighth grade social studies focuses on United States History from the Revolutionary War Period to the end of the 19<sup>th</sup> century. The units emphasized are: Forming a Government; The Expanding Nation; The Nation Divides and Reunites; Post Reconstruction. The Maryland Learning Outcomes for social studies are emphasized throughout the program.

## *Technology Education 8*

**Course #: 458580**

**Technological Systems:** In eighth grade, students will learn how technological systems work together to solve problems and extend human capabilities. A technological system consists of parts (such as electrical and mechanical) working together to accomplish a task. Systems have inputs, processes, outputs, and feedback. This course will give students a general background on the different types of systems, how systems have evolved over time, how systems can be modified, and how systems work together.

## *World Languages 8*

**French I**

**Academic Course #: 702016**

**Credit: 1 High School Credit**

As a building block for further study in French, the students will know and use the present and simple future tenses, as well as other basic grammatical concepts. The student will also ask and answer questions about

personal information and daily life activities through teacher-student interactions and cooperative practice. The students will become aware of the value of learning a foreign language in a multicultural society. A variety of cultural topics pertinent to the francophone world will be introduced. Primary emphasis will be on speaking and listening, with integration of reading and writing.

**Spanish 1B**

**Academic Course #: 708486**

**Credit: 1 High School credit for the completion of Spanish 1A and Spanish 1B**

As a building block for further study of Spanish, students will use the present tense and other basic grammatical concepts. In addition, students will continue to practice sounds of the language, memorize vocabulary, and everyday expressions, and engage in simple dialogues. Primary emphasis will be on speaking and listening with integration of reading and writing. A variety of cultural topics pertinent to the Hispanic world will be studied. This half-year course is only offered to eighth grade students.

Prerequisites and other notes: Successful completion of Spanish 1A

**Spanish I**

**Academic Course #: 700016**

**Credit: 1 High School Credit**

As a building block for further study of Spanish, the students will know and use the present tense and other basic grammatical concepts. The students will also ask and answer questions about personal information and daily life activities through teacher-student interactions and cooperative practice. The students will become aware of the value of learning a foreign language in a multicultural society. A variety of cultural topics pertinent to the Hispanic world will be introduced. Primary emphasis will be on speaking and listening with integration of reading and writing. This year-long course is available only to eighth graders

## ***Intervention Offerings – 8<sup>th</sup> Grade***

The following courses are designed to provide specific academic interventions to identified students. Not all courses are available in all schools.

**Academic Development 8**  
**Course #: 808580**

**Physical Fitness 8**  
**Course #: 258680**

**Language Arts Resource 8**  
**Course #: 058780**

**Reading Lab 8**  
**Course #: 908680**

**Mathematics Lab 8**  
**Course #: 208680**

**Reading Resource 8**  
**Course #: 908780**

**Math Resource 8**  
**Course #: 208780**

**Writing Lab 8**  
**Course #: 088580**

## *Additional Offerings*

### **Grades 6, 7, 8**

#### **Media**

The school media program supports the educational goals of the school by providing access to quality collections and technologies, and by extending services beyond the library media center and school day. The media collection offers a wide range of print, non-print, and virtual materials. These materials are selected to supplement and enhance all curriculum areas and address varied student learning modalities and interests. Central to the Media Program is empowering learners to inquire independently, think critically, and gain, create and share knowledge within the classroom and beyond. The Library Media Specialists' instruction emphasizes locating and selecting information, applying research and critical thinking skills, retrieving and managing information, developing life-long reading habits, and integrating the current technologies needed to thrive in a global society. Additionally, media instruction addresses ethical issues involved with copyright, plagiarism, and acceptable uses of technology. The media Program also facilitates professional development for the learning community.

#### **Special Education**

Special education and related services are available to all students with disabilities who qualify according to federal and state regulations. There are a variety of available programs and services which are individualized to meet the unique needs of the student. Since Special Education is "specialized instruction to meet the unique needs of the student," this instruction can be provided by the student's regular education teacher, special education teacher, related services personnel, or other appropriate individual. The educational needs of most qualifying students with disabilities can be addressed in the general education classroom or resource special education classroom. A combination of remediation of basic skills and adaptations to the general education curriculum are two of the strategies used. Students also receive supplementary services and materials appropriate to their Individualized Education Plan (IEP).

In addition to the services available within the classroom and resource room, students with disabilities receive a variety of related support services. These services include but are not limited to, speech therapy, occupational therapy, physical therapy, adapted physical education, vision resource service, hearing resource services, and assistive technology.

A teacher, or parent, suspecting a child has a learning problem should contact the Child Find Office at 410-751-3033.

#### **Counseling Services**

School counselors are available to students in all middle schools in Carroll County. The role of the middle school counselor is to guide, advise, consult, and assist with the variety of issues that students, parents, teachers, administrators, and others may have. The counseling program in Carroll County is defined by three broad goals:

- **Academic Development:** To assist students with academic planning so that they will be academically prepared to be college and career ready as well as be able to choose from a wide range of post secondary options.
- **Career Development:** To help students make informed educational and career choices by learning how to make decisions, identifying opportunities available to them, and beginning to identify goals and plans.
- **Personal and Social Development:** To assist students in developing interpersonal skills, such as accepting differences in others, learning conflict resolution skills, and how to effectively communicate.

Guidance and counseling services are provided to students through individual and group counseling as well as through classroom lessons. At the middle school level, counselors work very closely with teacher teams to assist students in reaching their potential. In addition, counselors frequently meet with parents and community agencies to assist those students who need extra assistance.

## **Crossroads Middle School Alternative Offerings – Grades 6, 7, 8**

Each of the following content areas is offered to students at the Crossroads Middle School in a multi-grade classroom setting. In each content area, the curricular program provides students with appropriate needs based instruction aligned to the Voluntary State Curriculum. Lessons and activities are based upon the individual needs of the student. Students are grouped by academic ability so that they can receive the appropriate intervention or acceleration in the specific content area. A school media program, special education, and school counseling services are also provided at Crossroads Middle School.

### **Crossroads Middle School Mathematics**

**Course #: 208500**

The middle school mathematics program at Crossroads extends and refines students' skills. The transition from elementary concepts is carried through to higher levels of mathematical abstraction to prepare students for higher math functioning. Practical applications such as estimating, mental math, problem-solving, measurement, arithmetic and equations are refined. Intense work is done with fractions, decimals, percents, ratio, geometric, algebraic and data concepts. The use of calculators and computers as tools is developed.

### **Crossroads Middle School English Language Arts**

**Course #: 908400**

This course connects what students will be reading to what they write. Students will learn a strategic approach to reading comprehension. Strategies for effective reading will be organized to support readers before they read, during their reading, and after they read. Students will focus on constructing meaning from text and extending that meaning through writing. Students will meet state standards by reading for information and then writing to inform or to persuade, reading to perform a task and then writing to explain a task, and reading for literary experience and then writing for personal expression. Students will also meet state standards for language usage through direct instruction in grammar and spelling in the context of what they read and write, and reinforced through isolated skills development.

### **Crossroads Middle School Science**

**Course #: 158500**

The science course content is matched to the MSDE Content Standards. Units of study may include matter, electricity, energy, body systems, life processes, cells, genetics, simple organisms, classification of animals, ecology and a survey of all earth science topics. A primary focus will be understanding the scientific process. Computers will enhance the course using the digitized text, a variety of software products, and data collecting interfaces.

### **Crossroads Middle School Social Studies**

**Course #: 108500**

This program emphasizes the Maryland Learning outcomes and State Standards for Social Studies. The general units of study will focus on the foundations of World History, The Medieval World and United States History from the Revolutionary War period to the end of the 19<sup>th</sup> century.

### **Crossroads Middle School Physical Education**

**Course #: 258500**

Crossroads Middle School Physical Education Consists of individual, dual, team and group games with specific instruction in the skills of these activities. Physical fitness is incorporated into activities and activities are coeducational and support life long participation in healthy lifestyles.

**Crossroads Middle School Skills****Course #: 008600**

This course is designed to provide specific academic and behavioral interventions.

**Crossroads Middle School Art****Course #: 608500**

This program provides students with activities to develop their understanding and skill in art. Drawing, painting, 2 & 3 dimensional design, texture, color and ceramics are explored.

**Crossroads Middle School Technology Education****Course #: 458500**

In this course, students will develop an awareness of the designed (human-made) world. Brainstorming, modeling, testing, evaluating, and modifying will be used to apply the design process in the invention or innovation of a new product, process, or system. Students will participate in engineering design activities to understand how criteria, constraints, and processes affect design. Students will also learn how technological systems work together to solve problems and extend human capabilities.

**Crossroads Middle School Experiential Education****Course #: 258300**

This program is designed to use hands-on experiential activities to challenge students to problem-solve, work as part of a team, and engage in activities that routinely cause them to step out of their “comfort zone”. Self confidence building is also a product of the self discovery that takes place through experiential learning.

**Crossroads Middle School Family and Consumer Sciences****Course #: 408500**

This course focuses on individual and family development. Special attention is given to interpersonal relationships, financial literacy, nutrition, food selection and preparation and career awareness. A variety of classroom activities are incorporated within the class to differentiate instruction and provide for meaningful hands-on learning that is relevant to middle school learners.