



# Middle School Program of Studies

Carroll County Public Schools  
125 N. Court Street  
Westminster, Maryland 21157

*Updated December 2020*

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**CORE STATEMENT**

Carroll County Public Schools:  
Building the Future

**CORE VALUES**

The Board of Education establishes the following core values:

- The pursuit of excellence
- Life-long learning and success
- A safe and orderly learning environment
- Community participation
- Fairness, honesty, and respect
- Continuous improvement
- Reflecting the priorities, beliefs, and mores of our local community

***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.

Steven A. Lockard, Ph.D.  
Superintendent of Schools

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

### **Philosophy**

The middle grades are heir to a longstanding tradition that emphasizes engaging and responding to the developmental needs of young adolescents. The middle grades also build on a second tradition, more recent in policy emphasis that focuses on academic standards and standards-based curricula as the foundation for evaluating and improving instruction and student achievement.

These traditions aspire to a common goal: that students will leave the middle grades equipped for a rigorous and successful high school experience. Researchers, policymakers, and school reformers alike are taking a new look at the middle grades as the last best chance to ensure students remain on such a path.

From: *What happens in the middle grades really matter*  
-Middle Grades Playbook, EdSource, 2011

### **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 is aligned to current Maryland state curriculum standards. On their team, students receive instruction in English language arts (ELA), mathematics, social studies, and science. Student achievement in these core content areas is measured, in part, by state assessments annually in ELA and mathematics, and at the end of grade 8 in social studies and science. Students also have opportunities to explore the fine arts, health and physical education, family and consumer sciences, technology education, and world languages. The scope of the middle school curriculum accommodates individual differences in social, physical, emotional, and intellectual development present in early adolescence.

## ***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:**

<b>Rate</b>	faster pacing with less guided practice;
<b>Depth</b>	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 sixth 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 advanced 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:**

Grade 6	Grade 7	Grade 8
Advanced Academic Mathematics 6	Advanced Academic Mathematics 7 Honors Mathematics 7	Advanced Academic Mathematics 8 Honors Algebra I
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

## ***Advanced Academics (Gifted and Talented) Program***

Each middle school has a Gifted and Talented Resource teacher assigned on a part-time basis. The resource teacher is responsible for monitoring the academic program for each identified gifted student, assessing and identifying students for the program, and providing pull-out instructional support for identified students. The resource teachers also collaborate with classroom teachers to enhance instruction in the classroom for our most gifted learners.

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

Students may 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 (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 must take and pass the Maryland Assessment for Algebra I as a requirement for earning a high school diploma.

### ***High School Graduation Requirements***

<b>Subject</b>	<b>Required Credits</b>	<b>Required Courses</b>
<b>English</b>	4	-English 9 -English 10 -English 11 or AP Language and Composition -English 12 or AP Literature and Composition or AP Seminar or AP Research*
<b>Social Studies</b>	3	-Government or AP United States Government and Politics -United States History or AP United States History -World History or AP World History
<b>Science</b>	3	-Biology  Conceptual Physics and Chemistry I are Prerequisites
<b>Mathematics</b>	3  All students shall enroll in a mathematics course each year of high school.	-Two credits of Algebra -One credit of Geometry  The fourth course must be 1 credit in duration and may be selected from the Program of Studies Mathematics course offerings.
<b>Physical Education</b>	1	-Physical Education I (½ credit)
<b>Health</b>	½	-Health I

<b>Fine Arts</b>	1	-Completed credit in any Fine Arts course may be applied to the Fine Arts Graduation requirements unless otherwise indicated.
<b>Technology Education</b>	1	-Foundations of Technology, Exploring Computer Science, Principles of Engineering (part of Project Lead the Way completer program)
<b>World Language</b> <b>Or American Sign Language</b> <b>Or Advanced Technology</b> <b>Or State Approved Career and Technology Completer Program</b>	2 2 2 4-9	-Two credits of the same World Language -Sign Language I, II, III -See Technology Courses -See Completer Programs
<b>Financial Literacy</b>	½	-Financial Literacy or -Managing Personal Finances Using Excel (1 credit)
<b>Electives</b>	6-12	
<b>Total Credits Required</b>	25	

NOTE: This chart will be subject to change pending any State action on graduation requirements.

\*Students who earn scores of 3 or higher in AP Seminar *and* AP Research receive the AP Seminar and Research Certificate™. Students who *also* earn scores of 3 or higher on four additional AP exams at any time in high school receive the AP Capstone Diploma™.

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

#### **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).
- Students must meet the High School Assessment requirements for Algebra I, English 10, Biology, and Government. Testing requirements and passing scores vary based on the year of course completion.
- All students shall be assessed no later than 11<sup>th</sup> grade to determine if the student meets the Maryland State Department of Education (MSDE) criteria for College and Career Readiness in English Language Arts and Mathematics.
- Transition courses or other instructional opportunities will be delivered in the 12<sup>th</sup> grade to students who have not achieved College and Career Readiness by the end of the 11<sup>th</sup> grade.

### ***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 is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning. Service-Learning includes; preparation, identifying projects and learning skills; and action. Students can meet the needs of the community three ways:

Direct Service: Students have face-to-face contact with the service recipients, such as serving meals at a homeless shelter or volunteering at a nursing home.



Indirect Service: Students perform a service without having face-to-face contact with the recipient, such as participating in food and clothing drives and fundraising.

Advocacy: Students educate others about a particular issue, such as writing letters to legislators or editors and displaying posters to targeted audiences.

Students will reflect and evaluate 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:***

Sixth grade Outdoor School (10 hours)

Eighth grade Family and Consumer Sciences (15 hours)

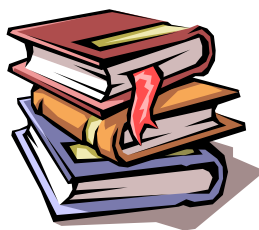
Learning For Independence Job Readiness (15 hours)

\*Students may earn an additional 10 Service-Learning hours by completing an approved environmental project after the completion of Outdoor School. Students will learn about this opportunity while attending Outdoor School.

### **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**

Course: 908463 – Foundational  
908466 – Academic  
908468 – Honors

The grade 6 ELA curriculum is aligned to the Maryland College and Career Ready Standards. Students 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 grade 6 family and consumer sciences is on individual decision-making skills. Special attention is given to using a growth mindset as students explore ways to build and maintain meaningful relationships, set personal goals, select, and prepare healthy foods, manage resources, explore career interests and develop career readiness skills. This course is designed for all sixth-grade students as they develop the skills necessary to meet personal, family, career, and community challenges they will face in their adult life.

### **Fine Arts 6**

#### **Art 6**

Course: 608560

The grade 6 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

658960 – Part I

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 6 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**

Course: 658660 – Band

658860 – Orchestra

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 grade 6 health curriculum focuses on overall wellness with topics ranging from mental and emotional health, substance abuse prevention, family life and human sexuality, safety and violence prevention, healthy eating, 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 Sexuality component of the course. This letter will include a permission slip which must be returned to school for your child to participate.

## ***Humanities Lab 6***

Course 057066

Students in the grade 6 will be exposed to learning designed to incorporate content from the ELA 6 and Social Studies 6 curricula. The course will promote critical reading, reflection, revision, collaboration and oral communication. The course will develop independent learning, in-depth exploration of content and skills for academic success. Students will apply these skills within real-world research-based scenarios.

## ***Mathematics 6***

Course: 208563 – Foundational  
208566 – Academic

The sixth grade academic mathematics program provides students with opportunities to develop and refine a strong foundation in mathematics to support future study. Each aspect of the curriculum will improve conceptual understanding as students are provided with experiences to model and apply mathematical concepts and rules through real-world applications. Equipped with a deeper understanding of number systems, students will explore topics relating to decimals, fractions, and ratios. In preparation for subsequent courses, students will also investigate and represent expressions, equations, and inequalities. A study of geometry will include topics such as area, volume, and surface area using models and nets. Ratios and rates are explored and applied to finding percent and measurement conversions. Statistics will focus on concepts such as investigating statistical questioning, creating a variety of data displays, and analyzing measures of center and variability. 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.

### **Mathematics 6 – Advanced Academic**

Course: 208567 – Advanced Academic

The sixth grade advanced academic mathematics program provides students with opportunities to develop and refine a strong foundation in mathematics to support future study. Each aspect of this rigorous curriculum will improve conceptual understanding as students are provided with experiences to model and apply mathematical concepts and rules through real-world applications. The curriculum will provide increased rigor and depth into topics such as rational numbers, including integers, signed decimals and signed fractions. Equipped with a deeper understanding of rational numbers, students will solve real life problems using algebraic expressions, equations, and inequalities. A study of geometry will include topics such as area, volume, and surface area using models and nets. Ratios and rates are explored and applied to finding percent and measurement conversions. Statistics will focus on concepts such as investigating statistical questioning, creating a variety of data displays, and analyzing measures of center and variability. 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***

Course: 158563 – Foundational  
158566 – Academic  
158568 – Honors

In this course, students use inquiry to construct an understanding of matter, motion, energy, waves and ecology. Students receive ecology instruction while attending their Outdoor Education experience at Hashawha Environmental Center. Three-dimensional learning experiences aligned to the Next Generation Science Standards provide students with opportunities to apply physical science core ideas, science and engineering practices, and crosscutting concepts in order to explain and predict a variety of science phenomena.

## ***STEM Lab 6***

Course: 150266

Students in grade 6 will be exposed to the fundamental concepts relating Science, Technology, Engineering, and Mathematics. Students will complete hands-on research based projects which integrate content within the Mathematics 6, Science 6, and Technology Education 6 courses. This course will incorporate the Design Process, skills in analysis, interpretation, reasoning, critical thinking, inferencing, application and real-world problem solving. The use of technology throughout the course will be utilized to enhance instruction and allow students to explore content.

## ***Social Studies 6***

Course: 108563 – Foundational  
108566 – Academic  
108568 – Honors

The grade 6 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 grade 6, students develop an understanding of the progression and scope of problem-solving processes used in technology. Through collaborative and individual activities that include the engineering design process and computational thinking and learning, students will develop an awareness of the designed (human-made) world. Students will see the relationships among technologies across multiple disciplines, including mathematics, science, fine arts, library media, and the humanities. Skills are enhanced throughout the course using hands-on activities and algorithmic design. Students learn to select and safely use the appropriate tools and equipment to complete design challenges.

## ***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. The course will also introduce students to the relationships among the products, practices, and perspectives of the associated cultures.

### **Fundamentals of World Languages 6**

Course: 708360

Designed to introduce students to two or more languages in a single course of study, Fundamentals of World Languages introduces students to basic vocabulary phrases and reviews the target language alphabets, in order to begin the development of oral communication skills. This course will also introduce students to the relationships among the products, practices, and perspectives of the associated cultures.

## ***Additional Offerings – Grade 6***

The following courses are designed to provide extended learning opportunities as needed:

### **Academic Development 6**

Course: 808560

### **Mathematics Lab 6**

Course: 208660

### **English Language Arts Lab 6**

Course: 058660

### **Mathematics Resource 6**

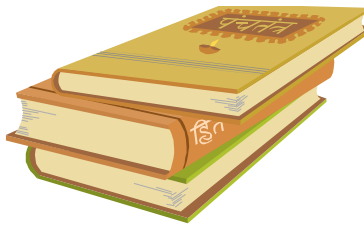
Course: 208760

### **English Language Arts Resource 6**

Course: 058760

### **Physical Fitness 6**

Course: 258660



## **Course Offerings Grade 7**

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

Course: 908473 – Foundational  
908476 – Academic  
908478 – Honors

The grade 7 ELA curriculum is aligned to the Maryland College and Career Ready Standards. Students 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 grade 7 family and consumer sciences is on decision making as it relates to the individual and the family. Special attention is given to family roles and communication, family changes throughout the life cycle, child growth and development, nutrition, career exploration, career readiness, financial literacy, and resource management. This course is designed for all seventh-grade students as they develop the skills necessary to meet personal, family, career, and community challenges they will face in their adult life.

### **Fine Arts 7**

#### **Art 7**

Course: 608570

The grade 7 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

658970 – Part I

659070 – Part II

Grade 7 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**

Course: 658670 – Band

658870 – Orchestra

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 grade 7 health curriculum focuses on overall wellness with topics ranging from mental and emotional health, substance abuse prevention, family life and human sexuality, safety and violence prevention, healthy eating, 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 Sexuality component of the course. This letter will include a permission slip which must be returned to school for your child to participate.

## **Humanities Lab 7**

Course: 057076

Students in grade 7 will continue to incorporate content from the ELA 7 and Social Studies 7 curricula. The course will enhance critical reading, reflection, revision, collaboration and oral communication. The course will further develop independent learning, in-depth exploration of content and skills for academic success. Students will apply these skills within real-world research-based scenarios.



## ***Mathematics 7***

Course: 208573 – Foundational  
208576 – Academic

The grade 7 Academic & Foundational Course of Study is aligned to the Maryland College and Career Ready Standards and will focus on the following critical areas: developing an understanding of the operations with rational numbers, developing understanding of and applying proportional relationships, expressions and linear equations, solving problems involving scale drawings, geometric constructions, surface area and volume, and drawing inferences about populations based on samples in their study of probability and statistics. Concepts taught will emphasize procedural skill along with conceptual understanding in the context of real world problem solving. Various forms of technology may be used as critical thinking skills are expanded to prepare students for future coursework.

### **Mathematics 7 – Advanced Academic**

Course: 208577

The grade 7 Advanced Academic Course of Study is a robust adaptation of the Maryland College and Career Ready Standards and provides a rigorous curriculum that prepares students for higher level mathematics and a deeper understanding of the concepts covered. Various forms of technology will be used as problem solving and critical thinking skills are expanded. The curriculum topics will include: operations with rational numbers, proportional relationships, expressions and linear equations, solving problems involving scale drawings, geometric constructions, surface area and volume, and drawing inferences about populations based on samples in the study of probability and statistics.

### **Mathematics 7 – Honors**

Course: 208598

The grade 7 Honors Course of Study is aligned to the grade 8 Maryland College and Career Ready Standards. Students will be challenged to find solutions to real world problems as they analyze equations, systems of equations, functions, and multi-dimensional figures in preparation for Algebra I. Students will apply graphical and algebraic methods to analyze and solve systems of linear equations in two variables, create multiple representations of equations in order to compare and analyze proportional relationships, and examine linear models with bivariate measurement data. Students will develop a deeper understanding of functions and how they relate to equations and slope. Students will use the Pythagorean Theorem in solving real world problems, determine characteristics of similar and congruent figures, and apply transformation rules and 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***

Course: 158573 – Foundational  
158576 – Academic  
158578 – Honors

In this course, students use inquiry to construct an understanding of the structures and processes of organisms; inheritance and variation of traits; interactions, energy, and dynamics of ecosystems; natural selection and adaptations; and human activity and sustainability. Three-dimensional learning experiences aligned to the Next Generation Science Standards provide students with opportunities to apply life science core ideas, science and engineering practices, and crosscutting concepts in order to explain and predict a variety of science phenomena.

## ***STEM Lab 7***

Course: 050276

Students in the grade 7 will continue to develop concepts relating Science, Technology, Engineering and Mathematics. Students will complete hands-on research based projects which integrate content within the Mathematics7, Science 7, and Technology Education 7 courses. This course will incorporate the Design Process, skills in analysis, interpretation, reasoning, critical thinking, inferencing, application and real-world problem solving. The use of technology throughout the course will be utilized to enhance instruction and allow students to explore content.

## ***Social Studies 7***

Course: 108573 – Foundational  
108576 – Academic  
108578 – Honors

Grade 7 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 grade 7, students will focus on the engineering design process and computational learning to invent or innovate a new product through hands-on, problem-based learning. While participating in engineering design activities, students will understand how criteria, constraints, and processes affect design. Throughout the course, students will develop skills to communicate informational data and learn how various inventions and innovations impact their lives. Students will learn how to safely use appropriate tools and equipment to complete design challenges.

## ***World Languages 7***

### **Spanish 1A**

Course: 708476 – Academic

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 1B. High School credit is earned upon successful completion of Spanish 1A and Spanish 1B.

### ***Additional Offerings – Grade 7***

The following courses are designed to provide extended learning opportunities as needed:

**Academic Development 7**

Course: 808570

**Mathematics Lab 7**

Course: 208670

**English Language Arts Lab 7**

Course: 058670

**Mathematics Resource 7**

Course: 208770

**English Language Arts Resource 7**

Course: 058770

**Physical Fitness 7**

Course: 258670



## **Course Offerings Grade 8**

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

Course: 908483 – Foundational  
908486 – Academic  
050108 – Honors

The grade 8 ELA curriculum is aligned to the Maryland College and Career Ready Standards. Students 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 grade 8 family and consumer sciences is on decision making as it relates to the individual, family, and society. Special attention is given to financial literacy, managing resources and exploring issues in society which impact individuals and families. Students will collaborate to complete a service learning project to meet a community need and earn fifteen hours of student service-learning credits as a part of the successful completion of this course. This course is designed for all eighth-grade students as they develop the skills necessary to meet personal, family, career, and community challenges they will face in their adult life.

### ***Fine Arts 8***

#### **Art 8**

Course: 608580

Grade 8 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

658980 – Part I

659080 – Part II

Grade 8 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 7 and 8, 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**

Course: 658680 – Band

658880 – Orchestra

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 grade 8 health curriculum focuses on overall wellness with topics ranging from mental and emotional health, substance abuse prevention, family life and human sexuality, safety and violence prevention, healthy eating, 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 Sexuality component of the course. This letter will include a permission slip which must be returned to school for your child to participate.

## ***Humanities Lab 8***

Course: 057086

Students in grade 8 will continue to incorporate content from the ELA 8 and Social Studies 8 curricula. The course will enhance critical reading, reflection, revision, collaboration and oral communication. The course will further develop independent learning, in-depth exploration of content and skills for academic success. Students will apply these skills within real-world research based scenarios.



## ***Science 8***

Course: 158583 – Foundational  
158586 – Academic  
158688 – Honors

In this course, students use inquiry to construct an understanding of space systems, the history of Earth, Earth's systems, weather and climate, and human impact. Three-dimensional learning experiences aligned to the Next Generation Science Standards provide students with opportunities to apply life science core ideas, science and engineering practices, and crosscutting concepts in order to explain and predict a variety of science phenomena.

## ***STEM Lab 8***

Course: 150286

Students in grade 8 will continue to develop concepts relating Science, Technology, Engineering, and Mathematics. Students will complete hands-on research based projects which integrate content within the Mathematics 8, Science 8, and Technology Education 8 courses. This course will incorporate the Design Process, skills in analysis, interpretation, reasoning, critical thinking, inferencing, application, and real-world problem solving. The use of technology throughout the course will be utilized to enhance instruction and allow students to explore content.

## ***Social Studies 8***

Course: 108583 – Foundational  
108586 – Academic  
108588 – Honors

Grade 8 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 grade 8, students will solve complex problems using systems thinking, computational thinking, and the engineering design process. This course will give students a general background on the different types of systems, how they have evolved over time, and how systems can be modified. In preparation for high school, students will use an algorithmic approach (ordered steps) to deal with complex and open-ended problems. Students will gain knowledge and experience identifying, analyzing, and troubleshooting technological systems using computer science, engineering, and traditional fabrication applications. Students learn to select and safely use the appropriate tools and equipment to complete the design challenges.

## ***World Languages 8***

### **French I**

Course: 702016 – Academic

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**

Course: 708486 – Academic

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 as a continuation from Spanish 1A. Successful completion of this course will result in 1 World Language credit being awarded at the high school level.

Prerequisites: Successful completion of Spanish 1A.

### **Spanish I**

Course: 700016 – Academic

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.

## ***Additional Offerings – Grade 8***

The following courses are designed to provide extended learning opportunities as needed:

### **Academic Development 8**

Course: 808580

### **Mathematics Lab 8**

Course: 208680

### **English Language Arts Lab 8**

Course: 058680

### **Mathematics Resource 8**

Course: 208780

### **English Language Arts Resource 8**

Course: 058780

### **Physical Fitness 8**

Course: 258680



## ***Additional Offerings – Grades 6, 7, 8***

### ***School Library Media Program***

The school library 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 digital materials. These materials are selected to supplement and enhance all curriculum areas and address varied student learning modalities and interests. Central to the library 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, which helps students succeed as digital learners. The library media program also facilitates professional development for the learning community.

### ***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.

## ***Special Education***

### ***Alternative Framework – Grades 6, 7, 8***

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.

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

Course: 908960

This course provides students access to the Maryland College and Career Ready Standards in the areas of Reading, Writing, Listening, and Speaking. Students will apply decoding, fluency, and explicit and implicit comprehension skills through focusing on summarizing of literary and informational text, including text structure and conflict, as well as generalizing skills in real world applications. Writing instruction focuses on composing arguments. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Program (IEP). This course **is not** designed to address all of the skills assessed on the Maryland assessment for ELA, nor is it designed to address the breadth or depth of the curriculum necessary to prepare students for high school credit bearing courses needed to earn a high school diploma. Eligibility determination and parental written consent for the Alternative Framework is required for enrollment in this course.

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

Course: 908970

This course provides students access to the Maryland College and Career Ready Standards in the areas of Reading, Writing, Listening, and Speaking. This course builds on the prior learning targets from the previous grade level. Students will apply decoding, fluency, and explicit and implicit comprehension skills through focusing on identifying theme and/or central idea of literary and informational text, including use of sophisticated text, citing text evidence, as well as generalizing skills in real world applications. Writing instruction focuses on evaluative writing. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Program (IEP). This course **is not** designed to address all of the skills assessed on the Maryland assessment for ELA, nor is it designed to address the breadth or depth of the curriculum necessary to prepare students for high school credit bearing courses needed to earn a high school diploma. Eligibility determination and parental written consent for the Alternative Framework is required for enrollment in this course.

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

Course: 908980

This course provides students access to the Maryland College and Career Ready Standards in the areas of Reading, Writing, Listening, and Speaking. This course builds on the prior learning targets from the previous grade level. Students will apply decoding, fluency, and explicit and implicit comprehension skills through focusing on making inferences within literary and

informational text, including great works of literature, use of dialogue, as well as generalizing skills in real world applications. Writing instruction focuses on use of rhetorical effect. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Program (IEP). This course is not designed to address all of the skills assessed on the Maryland assessment for ELA, nor is it designed to address the breadth or depth of the standard curriculum necessary to prepare students for high school credit bearing courses needed to earn a high school diploma. Eligibility determination and parental written consent for the Alternative Framework is required for enrollment in this course.

### **Independence and Employment Skill Development - Alternate**

Course: 808460 – Grade 6

808470 – Grade 7

808480 – Grade 8

This course provides students access to integrated instruction on skills to prepare for employment and independent living, through the development of interpersonal skills, necessary competency and behavior in the workplace, meaningful and effective communication, autonomy, and activities of daily living. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Program (IEP). Eligibility determination and parental written consent for the Alternative Framework is required for enrollment in this course.

### **Mathematics 6 – Alternate**

Course: 208860

This course provides students access to the Maryland College and Career Ready Standards in Mathematics. Instruction focuses on computation of whole and rational numbers including decimals, inequalities, use of algebraic thinking, and justifying answers while solving real world problems. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Program (IEP). This course is not designed to address all of the skills assessed on the Maryland assessment for 6<sup>th</sup> grade math, nor is it designed to address the breadth or depth of the curriculum necessary to prepare students for high school credit bearing courses needed to earn a high school diploma. Eligibility determination and parental written consent for the Alternative Framework is required for enrollment in this course.

### **Mathematics 7 – Alternate**

Course: 208870

This course provides students access to the Maryland College and Career Ready Standards in Mathematics. Instruction focuses on use of integers, probability and statistics, formulas for area and volume, and justifying answers while solving real world problems. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Program (IEP). This course **is not** designed to address all of the skills assessed on the Maryland assessment for 7<sup>th</sup> grade math, nor is it designed to address the breadth or depth of the curriculum necessary to prepare students for high school credit bearing courses needed to earn a high school diploma. Eligibility determination and parental written consent for the Alternative Framework is required for enrollment in this course.

### **Mathematics 8 – Alternate**

Course: 208880

This course provides students access to the Maryland College and Career Ready Standards in Mathematics. Instruction focuses on use of solving equations, multiple representations of data, geometric figures, and justifying answers while solving real world problems. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Program (IEP). This course **is not** designed to address all of the skills assessed on the Maryland assessment for 8<sup>th</sup> grade math, nor is it designed to address the breadth or depth of the curriculum necessary to prepare students for high school credit bearing courses needed to earn

a high school diploma. Eligibility determination and parental written consent for the Alternative Framework is required for enrollment in this course.

### **Physical Education – Alternate**

Course: 258960 – Grade 6  
258970 – Grade 7  
258980 – Grade 8

This course is designed to provide individualized and group learning experiences for students with special needs. Students in this class must have an IEP with stated goals and objectives for physical education, a section 504 plan, or special permission from the Director of Special Education. Students participate in a variety of activities that can be used for lifetime recreation and personal fitness. The activities are modified and adapted to meet the student's individual needs.

### **Related Arts – Alternate**

Course: 508560 – Grade 6  
508570 – Grade 7  
508580 – Grade 8

This course is designed to provide group learning experiences for students with special needs through integration of concepts addressed in the related arts, such as art and Family and Consumer Science (FACS). Students focus on following directions to make a final product. Exposure to various tactile and olfactory input in addition to experience with various tastes and food textures in a highly structured and supported environment serves to address students' sensory needs through the related arts concepts.

### **Science 6 – Alternate**

Course: 158760

In this course, students use inquiry to construct an understanding of matter, motion, energy, and ecology. Three-dimensional learning experiences aligned to the Essential Elements provide students with opportunities to apply the physical science core ideas, science and engineering practices, and crosscutting concepts of the Next Generation Science Standards in order to explain and predict a variety of science phenomena. The course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Program (IEP). This course is not designed to address all of the skills assessed on Maryland Integrated Science Assessment (MISA), nor is it designed to address the breadth or depth of the curriculum necessary to prepare students for high school credit bearing courses needed to earn a high school diploma. Eligibility determination and parental written consent for the Alternative Framework is required for enrollment in this course.

### **Science 7 – Alternate**

Course: 158770

In this course, students use inquiry to construct an understanding of the structures and processes of organisms; growth and development of organisms; interdependent relationships in ecosystems; and variations of traits. Three-dimensional learning experiences aligned to the Essential Elements provide students with opportunities to apply the life science core ideas, science and engineering practices, and crosscutting concepts of the Next Generation Science Standards in order to explain and predict a variety of science phenomena. The course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Program (IEP). This course is not designed to address all of the skills assessed on Maryland Integrated Science Assessment (MISA), nor is it designed to address the breadth or depth of the curriculum necessary to prepare students for high school credit bearing courses needed to earn a high school diploma. Eligibility determination and parental written consent for the Alternative Framework is required for enrollment in this course.

**Science 8 – Alternate**

Course: 158780

In this course, students use inquiry to construct an understanding of Earth and the solar system, Earth's materials and systems; weather and climate; natural resources; ecology; and human impact on Earth's systems. Three-dimensional learning experiences aligned to the Essential Elements provide students with opportunities to apply the earth and space science core ideas, science and engineering practices, and crosscutting concepts of the Next Generation Science Standards in order to explain and predict a variety of science phenomena. The course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Program (IEP). This course is not designed to address all of the skills assessed on Maryland Integrated Science Assessment (MISA), nor is it designed to address the breadth or depth of the curriculum necessary to prepare students for high school credit bearing courses needed to earn a high school diploma. Eligibility determination and parental written consent for the Alternative Framework is required for enrollment in this course.

**Social Studies 6 – Alternate**

Course: 108760

This course provides students access to the Maryland College and Career Ready Standards in Social Studies. Instruction focuses on World History to include studies on locations such as India, China, Greece, and Rome, and map skills within the studies. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Program (IEP). This course is not designed to address the breadth or depth of the curriculum necessary to prepare students for high school credit bearing courses needed to earn a high school diploma. Eligibility determination and parental written consent for the Alternative Framework is required for enrollment in this course.

**Social Studies 7 – Alternate**

Course: 108770

This course provides students access to the Maryland College and Career Ready Standards in Social Studies. Instruction focuses on Culture to include beliefs, art, laws, and customs of various civilizations. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Program (IEP). This course is not designed to address the breadth or depth of the curriculum necessary to prepare students for high school credit bearing courses needed to earn a high school diploma. Eligibility determination and parental written consent for the Alternative Framework is required for enrollment in this course.

**Social Studies 8 – Alternate**

Course: 108780

This course provides students access to the Maryland College and Career Ready Standards in Social Studies. Instruction focuses on United States History, to include US government, community, and advocating for rights as a citizen of the US. This course is designed to facilitate alternate academic learning outcomes appropriate to the instructional needs of the student, as documented in the Individualized Education Program (IEP). This course is not designed to address the breadth or depth of the curriculum necessary to prepare students for high school credit bearing courses needed to earn a high school diploma. Eligibility determination and parental written consent for the Alternative Framework is required for enrollment in this course.

## ***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 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 English Language Arts**

Course: 908860 – Grade 6

908870 – Grade 7

908880 – Grade 8

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 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.

### **Crossroads Middle School Health**

Course: 308660 – Grade 6

308670 – Grade 7

308680 – Grade 8

Crossroads Middle School Health focuses on overall wellness with topics ranging from mental health, substance abuse prevention, consumer health, nutrition, safety and injury prevention, family life and human development, and disease prevent 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. The letter will include a permission slip which must be returned to school for your child to participate.

### **Crossroads Middle School Mathematics**

Course: 208960 – Grade 6  
208970 – Grade 7  
208980 – Grade 8

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, percent, ratio, geometric, algebraic and data concepts. The use of calculators and computers as tools is developed.

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

Course: 258860 – Grade 6  
258870 – Grade 7  
258880 – Grade 8

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 Science**

Course: 158660 – Grade 6  
158670 – Grade 7  
158680 – Grade 8

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 Skills**

Course: 008600

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

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

Course: 108660 – Grade 6  
108670 – Grade 7  
108680 – Grade 8

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 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.

### ***Additional Offerings – Crossroads Middle School***

The following courses are designed to provide extended learning opportunities as needed:

**Crossroads Middle School English Language Arts Lab**

Course: 058800

**Crossroads Middle School Mathematics Lab**

Course: 208600

**Crossroads Middle School English Language Arts Resource**

Course: 058700

**Crossroads Middle School Mathematics Resource**

Course: 208700



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