

Course Offerings Booklet 2009 - 2010

Welcome to the Seventh Grade Roberto Clemente Middle School

Administration

Mrs. Khadija Barkley, Acting Principal
Ms. Carrie Reed, Principal Intern
Mr. James Richard, Assistant Principal
Mrs. Helen Nixon, Coordinator, Upcounty Middle School Center for the Highly Gifted
Ms. Anne-Marie Smith, Assistant School Administrator

Roberto Clemente Middle School students receive a comprehensive academic program at every grade level. There are seven class periods daily. All students take courses in math, world studies, science, English and physical education. Seventh graders will also take a reading class or a foreign language class and one elective.

Each grade level is divided into academic teams. This configuration allows staff to get to know the children well, conference together with parents, develop plans to meet individual needs and develop cross-curricular units of study. Electives teachers, physical education teachers, and Center teachers work as teams as well.

All students participate in a full physical education program every year. Conflict resolution, health and family life units are included in the physical education curriculum.

Our students have the opportunity to sample a variety of subjects within our Electives program. Art; Astronomy; Computer Applications; Guitar; 'Lights, Camera, Literacy'; and Readers Theatre are among the offerings. Chorus, Band, and Orchestra are also available.

Roberto Clemente offers many opportunities to participate in extra-curricular activities. The after-school activities include academic supports, intramural sports, athletic teams, newspaper club, yearbook staff, science, chess, and drama clubs. The Student Government Association (SGA) presents an excellent opportunity for children to become involved in their school. Many teachers stay after school to provide individual academic support. Activity buses run on Tuesdays, Wednesdays and Thursdays for students who stay for an organized activity or who work with a teacher.

Roberto Clemente is a global access school. Teachers and students have accounts on the internet and access to high technology research and publishing possibilities. Teachers also engage in the use of Edline, a web-based program that allows for communication between school, students and parents.

The Counseling Department works with the teams to implement a successful educational program for each child. Counselors for every grade level meet with individual students, administer counseling groups and visit classrooms to address school wide issues. They are available to speak to parents and facilitate team/parent conferences.

Ms. Linda Ramos, 6th grade Counselor

Ms. Stacy Dobres, 8th grade Counselor

Ms. Ellen Berman, 7th grade Counselor

Ms. Karen M. Joseph, Resource Counselor, Alt. 1, & 8th grade Humanities Center Counselor

Ms. Susie Ikpemgbe-Kaigler, 6,7,8 Math, Science & 6th, 7th Humanities Center, & Alt. 1

Registration

The 2009-2010 Course Offerings Booklet contains information on the instructional program that will be offered. It is designed to be a guide for parents and students as they make program decisions and register for the next school year.

The Course Offerings Booklet contains a complete listing of the regular courses available, information on academic grouping and student placement criteria, descriptions for the regular and elective courses offered, and any specific course requirements, such as performance obligations. Some classes may require nominal laboratory, project, or materials fees. Please note: the classes offered next fall for Elective Course Offerings are determined during the summer and are based on the number of students enrolled and staffing availability.

Parents and students should give special attention to the selection of courses during registration. The Master Schedule of Classes and the allocation of staff are based on your initial registration. **After the registration period, schedule changes will be made in exceptional cases only.** Requests for changes by a student or parent must be for educationally sound reasons and submitted in writing. A parent/counselor/ team meeting will then be scheduled to discuss the request. **Course selections must be done with great care and preplanning.**

Students registering for High School level courses are subject to MCPS high school requirements. This includes loss of credit, including GPA calculation on high school transcripts. The grades earned in these courses will appear on the student's high school transcript regardless of grade. High school level courses in this booklet have been designated with an asterisk *.

Course Descriptions

~ English ~

Building on the knowledge and skills developed in grades K-6, students in seventh grade English continue to develop their ability to:

- read and comprehend written material
- write with precision and clarity
- speak with confidence and effectiveness
- listen attentively and with understanding

The reading portion of the curriculum focuses on the study of novels, short stories, folklore, fables, biographies and autobiographies. Students study the structure of literature selections and focus on narrative elements such as setting, characterization, plot, conflict, resolution and theme. Language, style,

and vocabulary are also studied through various forms of writing. Extensive reading for personal enjoyment is also expected.

In the writing portion of the curriculum, students continue to use the writing process concentrating on the essential elements of the effective writing- ideas and development, organization, diction, syntax, voice and language conventions. They apply their understanding of language and the writing process to develop organized and coherent responses to literature, express their personal ideas, describe situations or events, and persuade their audiences.

Advanced English – (replaces GT English 7)

This course is designed for able and motivated students with a lively interest in the power and versatility of language. In preparation for Advanced English 8 and advanced high school English courses, students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

ESOL - English for Speakers of Other Languages -Grades 6, 7, or 8

ESOL is a course designed to teach the four basic skill areas of English (listening, speaking, reading and writing) to students whose native language is not English. There are several levels of ESOL offered, from beginning to advanced, depending upon the English proficiency level of the student. ESOL levels are determined by an examination given to all incoming students who enroll through the International Student Admission Office. Emphasis is placed upon practical English usage as well as grammar, spelling, and vocabulary development. More advanced ESOL students may take a regular English class concurrently with ESOL to facilitate their exit from the program and entry into regular English, which occurs as students demonstrate sufficient English fluency to function without ESOL support.

Humanities English – (students in the Upcounty Center Humanities program) Seventh grade English extends the 6th grade reading/writing program with student-selected reading. Writers’ journals are used to produce critical and original thought. Literature is also selected to complement students’ experience in world studies and to introduce them to the best in classic literature. Students are challenged to write clear, enjoyable exposition in essays and research papers, as well as advanced, publishable creative writing. Art is introduced as an aid to their writer’s eye and as a useful skill in written and illustrated pieces. Research and presentation skills are enhanced by continued use of the Internet, a trip to a university library, and multimedia computer programs.

Humanities Media 7 – (students in the Upcounty Center Humanities Program) Media Production continues with a process-oriented product, based course of study that includes topics in both media literacy and television production. In addition, students participate in interdisciplinary media projects, such as:

1. The regions of Africa Museum, Shakespearean Theatre and Images: Capture , Create, Communicate
2. Professional Profiles
3. Beyond the Studio Walls

~Reading~

Reading 7

Seventh grade Reading provides students with opportunities for further growth in reading fluency, comprehension, vocabulary, and phonemic awareness. Intrinsically motivated students with emerging study habits participate in learning experiences that include individualized instruction using adaptive computer software, guided small group and whole group instruction, and independent reading. Through these guided and individualized activities, students develop reading skills and learn strategies for comprehending a variety of texts. (Students should take 7th grade reading if they have MAP-R scores at the 25th percentile or below, or were basic on the MSA test).

Read 180

Read 180 is a program for students seeking to reach the proficient level in reading. Students should take Read 180 if they have a MAP-R score in the 25% or below, a MSA score of Basic for 5th grade, or the teacher recommends it.

~Mathematics~

Math 7 – Middle School Mathematics Course 7 extends students' understanding of numbers and computation to include integers and proportional reasoning. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include functional relationships, arithmetic and geometric sequences, geometric precision, and data analysis and representation using box and whisker plots, histograms, and scatter plots.

This course is for students who have completed the Kindergarten to Grade 5 mathematics curriculum as well as the indicators in Middle School Mathematics 6. Students in Middle School Mathematics 7 will go on to Middle School Mathematics 8 or Algebra 1 the following year.

Investigations into Mathematics – Investigations into Mathematics is an enriched course for mathematically accelerated students who have successfully completed the Kindergarten to Grade 5 mathematics curriculum, as well as the indicators for Middle School Mathematics Course 6 and the majority of the indicators of Middle School Mathematics Course 7 by the end of either grade 5 or Grade 6. Students successful in this course will take Algebra I the following year.

This course is designed for students with exceptional talent in mathematics. The units of study include Patterns and Set Theory, Relations and Finite Operations, Algebra Foundations, Real Number System, Data Analysis, Language of Algebra, Functions and Graphs, and Investigations of Three-Dimensional Geometry.

***Algebra 1** – Algebra 1 is for students who have successfully completed Middle School Mathematics Course 7 or Investigations into Mathematics. Students successful in this course take either Geometry or Honors Geometry the following year. The units of study include One Variable Equations and Inequalities, Linear Functions and Graphs, Inequalities and Systems of Linear Equations, Statistical Organization and Analysis, Exponential Functions, Quadratic Functions and Polynomial Operations, probability and Simulations, Interpreting Graphs, Rational and Irrational Expressions.

Students in this course take the state High School Assessment Test 1 for Mathematics, which includes both algebraic and statistical concepts. This course satisfies the high school Algebra I requirement.

***Magnet Algebra 1** (students in the Upcounty **Center** Math/Science/Computer Science program) – Magnet Algebra 1 includes all the traditional topics of Algebra 1 but treated from a functions approach. Math systems are explored before the class undertakes an in-depth study of the real number system. This course is for students who have demonstrated exceptional mathematical and verbal abilities and who have mastered pre-algebra skills.

***Honors Geometry** – Geometry is studied as a mathematical system through the deductive development of relationships in the plane and space. Students formalize their understanding of geometric concepts, including congruence and similarity, circle chords, secants and tangent segments, parallel and perpendicular lines, angle and side measures in polygons, proofs, logic, transformations, the Pythagorean

Theorem, constructions, coordinate geometry, and surface area and volume of solids. Students who are successful in this course satisfy the high school geometry requirement.

***Magnet Geometry** - (students in the Upcounty **Center Math/Science/Computer Science** program) The main thrust in Magnet Geometry is to infuse logic, methods of proof in both two column and essay form, construction, loci, transformational geometry, and solid geometry throughout the course. Topics not covered in regular geometry that will be covered in Magnet Geometry include affine geometry, non-Euclidean geometry, and solid geometry.

*** Students must successfully complete the course and pass the end of year final in order to receive credit for the following high school math courses: Algebra I, Magnet Algebra I, Honors Geometry, Magnet Geometry as well as any higher level Mathematics course.**

~ Science ~

Investigations in Science 7- (full year)

The MCPS middle school science program allows students to investigate both the concepts and process skills of science. Topics in earth science, biology, chemistry, and physics are interconnected to show students the relationships that exist between the science concepts. Inquiry and laboratory investigations are an integral part of the program. Problem solving and online investigations are used continually to allow students to investigate authentic problems and reinforce science concepts. Units studied in Advanced Science 7 are cells, heredity, structure and function of living organisms, and chemistry.

Magnet Science 7 (students in the Upcounty Center Math/Science/Computer Science program)

The content of seventh grade science continues the spiral approach begun in sixth grade. The emphasis is on the structure and function of complex systems. Units on oceanography, meteorology, and geology expand on sixth grade content with discussions of stability, upheaval, and change within the biosphere. During the spring semester, students study the organization, form, and function of the body's cells, tissues, and organ systems. Throughout the year, skills of inquiry and experimental design are highlighted and reinforced. This process culminates with the development and display of an experimental science project.

Magnet Computer Science 7 (students in the Upcounty Center Math/Science/Computer Science program) The computer course focuses on the use of the computer as a tool for problem solving in other subjects. Students learn to collect, manipulate, analyze, and graph data using the computer. They will develop algorithms, write programs in BASIC and LOGO, and use commercial software to solve problems. Frontier statistical analysis concepts are introduced.

~ World Studies ~

World Studies 7 In grades six and seven, the focus of study is on ancient world history and culture from Asia, Africa, Europe, and Latin America. At all grade levels, students build understanding of the modern world by applying concepts of geography, economics, political systems, and culture to present-day scenarios.

There are four units in seventh grade:

Unit 1: The foundation of Modern Political Systems in Europe

- Principles of political systems and the role of government
- Feudalism as a political, economic, and social system
- World events and the decline of feudalism
- The beginnings of nationalism and centralized governments

Unit 2: The Influence of Culture in Africa

- The principles, role, and influence of culture
- The influence of culture on the political, economic, and social systems of the Kingdom of Mali and the Kingdom of Songhai
- The growth of Islamic culture and influence on African political, economic, and social systems
- Case studies of Africa past and present including Nigeria, Kenya, and South Africa

Unit 3: Geography and Identity in Latin America

- The principles and influence of geography
- The influence of geography on cultural development in Latin America
- The cultural systems of the Aztecs and the Incas
- Case studies of Latin America past and present

Unit 4: The impact of Economics: One World Past and Present

- The principles and influence of economics
- The historic development and influence of market economies and world trade
- The impact of European exploration and expansion on the cultures of Asia, Africa, the Americas and Europe
- The expansion of global markets today

Advanced World Studies 7 (replaces GT World Studies 7)- This course extends the content and concepts contained in the four units of Grade 7 World Studies. Through the study of world civilizations and global interactions from 1000 CE to 1450 CE, students learn about political, economic, and social systems today. Analysis of primary source texts and visuals is a central method for learning about the past and challenges of historical interpretation.

Humanities World Studies 7 – (students in the Upcounty Center Humanities program) The Humanities program infuses the MCPS world studies curriculum with additional depth and rigor. Students study the geography and history of Africa, Medieval and Renaissance Europe, and Meso-America focusing on the philosophical/religious foundations of these cultures and using primary sources wherever possible. (Parallel literature-based units in English and world studies focus on the Africa, the Middle Ages and Renaissance in Europe, and Meso-America). Field trips to museums, houses of worship, and culturally rich areas of the city add to the world studies experience.

~Foreign Language~

The goal of the Montgomery County Public Schools' foreign language program is to educate students in a language and culture in order to make them knowledgeable and active members of a global society. Students will learn to use foreign languages for meaningful communication in both spoken and written form. The foreign language program emphasizes language as it is used in real-life situations that students are most likely to encounter. Through foreign language study, students develop sensitivity to the cultural and linguistic heritage of other groups, understand their influence on American culture, and become prepared to participate in a society characterized by linguistic and cultural diversity.

All foreign language courses are designated high school level courses. Students are required to take the county high school level exam at the end of each level A and B semester. Foreign language grades earned at Roberto Clemente Middle School will appear on the high school transcripts. Students must meet reading proficiency requirements in order to register for a foreign language class.

***French Level 1A – Grade 7 (Full Year)**

In this beginning French course students learn to use a variety of French expressions in everyday social situations. They study greetings, describe the weather, and tell time as well as the date and seasons. They talk about things they like to do, how to agree and disagree, or express a negative idea. They learn to describe people and things as well as indicate possession. Other topics of the curriculum include clothing and school. Students explore French culture through songs, poems, stories, videos and discussion of French living. This course is the first part of the normal sequence for middle school foreign language students. Students who elect Level 1, Part A, of either French or Spanish, will complete the first half of the high school level 1 course this year and complete the second half, Part B, in grade 8. Upon successful completion of this course, and level 1B in grade 8, students will receive one high school credit in foreign language.

***Spanish Level 1A – Grade 7 (Full Year)**

In this beginning Spanish course students learn to communicate in simple, everyday social situations. They learn to introduce themselves, greet one another, tell time, express the date, season, and the weather. Students talk about activities they want to pursue in and out of school. They ask questions and formulate responses and opinions. Conversations include the student’s immediate world and descriptions of people and every day objects. Spanish culture is integrated into the curriculum through films, special projects, and discussion. This course is the first part of the normal sequence for middle school foreign language students. Students who elect Level 1, Part A, of either French or Spanish, will complete the first half of the high school level 1 course this year and complete the second half, Part B, in grade 8. Upon successful completion of this course and level 1B in grade 8, students will receive one high school credit in foreign language.

***French Level 1A/1B – Grade 7 – GT**

This course combines French 1A and 1B in one year as it is offered in high school. Because of this factor, this course carries a GT designation.

***Spanish Level 1A/1B – Grade 7 – GT**

This course combines Spanish 1A and 1B in one year as it is offered in high school. Because of this factor, this course carries a GT designation.

***French Level 2A/2B – Grade 7 – GT**

This course combines French 2A and 2B in one year as it is offered in high school. Because of this factor, this course carries a GT designation.

***Spanish Level 2A/2B – Grade 7 – GT**

This course combines Spanish 2A and 2B in one year as it is offered in high school. Because of this factor, this course carries a GT designation.

~ Physical Education / Health ~

Students in Grade 7 in middle school are expected to participate in a sequential physical and health education program (3 quarters of PE, 1 quarter of Health) so they can become familiar with and develop skills in a balanced program of team, dual and individual sports. Students also are provided with activities that enable them to practice and develop their physical, social and interpersonal skills and experience activities that they may enjoy throughout life. The health program is a nine week program which explores the following topics: mental health, tobacco, alcohol and other drugs, personal and

consumer health, nutrition, safety and injury prevention, family life and human sexuality and disease prevention and control.

~ Elective Courses~

Students entering 7th grade who do not sign up for a full year elective will sign up for the semester electives. * The courses are rotated each semester (18 weeks) and may include Art, Astronomy, Computer Applications, Readers Theatre, and Guitar. Courses offered are dependent on staffing and student interest. A one time \$10.00 fee is requested of students which covers a variety of projects. Alternative payment arrangements, including waiver of fee, may be requested based on the inability to pay required fees.

*Students who are in one of the Upcounty Center programs will be assigned a Center Elective class.

Semester Electives

Art - 7 (Semester)

Students have the opportunity to use daily life and classroom experiences as subject matter for art. This often leads students to depict subjects that help them investigate relationships and make connections between art and other subjects. The development of design, drawing, writing and painting skills combined with various projects including crafts and sculpture will provide students with a variety of creative and fun ways of learning. Ongoing projects will help develop a sense of visual taste, career awareness and knowledge of art culture. Students will also be viewing and responding to artworks in both verbal and written form. Students may take home all projects created during this class.

Astronomy 7 – (Semester)

This investigative course focuses on our solar system and planetary astronomy. Topics of study include the earth, moon, sun, planets, asteroids, comets, stars, and galaxies. The course is based on student observations made with the naked eye and scientific equipment. Scientific literature will be utilized to determine whether or not a variety of hypotheses can be confirmed. Students will have opportunities to use software and the Internet to explore our universe. Experiences with observatories and planetariums may be included.

Computer Applications 7 -(Semester)

In computer applications for the seventh grade, students will learn a variety of applications that will become handy in daily tasks and communication processes. This class will help students learn keyboarding skills by use of the program “Turbo Type”. Students will learn a great deal about word processing, through the use of Microsoft Word, and will use different software including Excel, Publisher and Power Point. By the end of this class, students will be more efficient in typing and develop skills that will improve their ability to write and give an oral report.

Guitar 7 – (Semester)

Students learn beginning guitar technique, including selected major, minor, and seventh chords; basic finger picks and strums; and tuning technique. Music theory and historical perspective are studied as they relate to guitar performance. This course is open to all students regardless of music background.

Lights, Camera, Literacy 7– (Semester)

This course offers a study of film and film history. Lights, Camera, Literacy increases literacy in both written and visual text, improves collaboration skills, builds confidence and motivation and provides opportunities for high level thinking via specific strategies. Students will transfer their skills as viewers

of film to skills on the written page, as well as learn how to read visual text and create effective visual communications.

Readers Theatre 7-(Semester)

Readers Theatre 1 is for students who are most interested in script writing, directing, and producing a dramatic work. Students will take pieces of literature, analyze them and adapt them into a script. This script can then be performed with a minimum of preparation, props, or scenery. Students will participate in an extensive study of the works of William Shakespeare. Theatre productions and dramatic performances are the culmination of many hours of hard work and they provide opportunities for students to demonstrate their mastery of the knowledge and skills outlined in the content standards.

Full Year Electives

Applied Robotic Engineering with Computer Aided Drafting and Design (ARE-CADD) 7 (full year)

This course is a prerequisite for enrolling in Introduction to Engineering Design A/B in Grade 8. In this hands-on course, students experience real world problem solving in a laboratory setting. Students will design, build, and program robots to solve engineering challenges. Mathematics, science and technology concepts will be applied throughout the course to support the engineering processes involved in robotic development.

Chorus - (Full Year) A High level performing ensemble

Building on the choral skills that have been learned in the sixth grade, students will develop skills in tone production, vocal blending, part-singing, and reading musical notation. The Chorus will perform songs in a variety of different styles. Individual voice tests identify vocal range as Soprano, Alto, or Baritone. After-school remedial work may be necessary. Singing and written tests assess students' achievement. Students will develop awareness of musical styles, music history and a close knit team spirit. The Chorus performs on stage in evening concerts and attends the MCPS Chorus and Music in the Parks Festivals at which judges rate their performance.

Band* - (Full Year)

This course is a continuation of General Band and is designed to provide students with the opportunity to develop a higher level of technical proficiency on a band instrument. The study of applied harmony and ear training is continued, and students expand their repertoire of band literature. Students acquire a wide vocabulary of musical terms and symbols. Home practice is required. Quarterly solo and written tests assess students' achievement. The study of harmony and ear training is introduced. Students will develop awareness of musical styles, music history and a close knit team spirit. Experiences may be offered in orchestra, jazz ensemble, as well as in solo and ensemble performances. The Band performs on stage in evening concerts and attends the MCPS Band Festival at which judges rate its achievement. Home practice is required. *Concert Band with permission of the instructor.

Orchestra* - (Full Year)

In Orchestra, students have further opportunities to develop technical proficiency and to improve rehearsal techniques. Wider ranges of dynamics, style, and musical knowledge, as well as the study of harmony and ear training are introduced. Students learn the characteristics of advanced musical styles and begin to acquire a repertoire of string orchestra literature. Students begin to assume leadership roles within the large performance ensemble. Home practice is required. The orchestra performs on stage in evening concerts and attends the MCPS Orchestra Festival at which judges rate its achievements. Home practice is required. *Concert Orchestra with permission of the instructor.

Music Innovations (Rock Band)- (Full Year Elective)

This course is open to seventh and eighth grade students with basic skills on guitar, bass, keyboard/piano, and drum set. Students who have completed one semester of Guitar Class are also eligible to participate. The focus of this group is learning to play together as an ensemble, so mastery of basic technical skills is essential for participation. Areas of study include the elements of balance and blend, tone production, musical notation, musical symbols, musical structure, popular music history, musical arranging and composition, ear training, improvising, instrument care and maintenance and live performance. Participation in concerts is part of the classroom expectations. Because this class primarily consists of smaller ensembles, an equal number of students on each instrument is necessary. Permission from the instructor is required and home practice is strongly encouraged.

~ SPECIAL EDUCATION ~

Placement is determined by the Individualized Education Program team in consultation with the special education supervisor.

Resource Program

Students in the Resource Program learn a variety of instructional strategies which are used to meet the students' individual needs. The resource program provides consultation with school staff to provide early intervention strategies, staff training and demonstration of effective instructional practices. The resource teacher participates in school Individualized Education Program team meetings and administers educational assessments.

Learning and Academic Disabilities Program

Students accessing the Learning and Academic Disabilities model require special education services as a result of a learning disability that significantly impacts academic achievement in the areas of mathematics, reading and/or written language. Students are instructed in the general education curriculum with differentiated instruction to accommodate the unique learning needs of each student.

Learning for Independence Program

School/Community-based Program

The students placed in the LFI and SCBP classes utilize the MCPS Fundamental Life Skills Program of Studies, which emphasizes basic skills, personal management, vocational and leisure skills. Learning focuses on functional academics related to real-life applications. Community instruction focuses on vocational skill, as determined by individual student needs.

~ GIFTED AND TALENTED PROGRAM ~

Identification of Students

At Roberto Clemente Middle School, every effort is made to appropriately place students. Placement in Gifted and Talented classes is determined by specific criteria at each grade level by each subject. Students must maintain a "B" average to remain in Gifted and Talented Classes. If a "B" is not maintained after two consecutive marking periods, your child's placement in the Gifted and Talented class will be reviewed. **Students who are currently in gifted and talented classes are evaluated annually.** In addition, these students do not need to fill out a new nomination form. If a current 6th grade student is not in gifted and talented classes and a parent would like to nominate his/her child, **the parent must complete the Parent Nomination Form.**

Grade 7 Gifted and Talented Program Criteria

In grades 6, 7 and 8, gifted and talented instruction is offered in all subject areas. The program includes gifted and talented classes and cluster groupings of students within classes.

English Criteria

To enter the Advanced English program, a student should meet the following criteria:

1. Has scored proficient or above on the MSA Reading portion
2. Earned an A/B average in English in grade 6
3. Recommended by current teacher
4. Writing is above grade level, good understanding of grammar and rules, effectively produces a 5 paragraph essay.

Investigation of Math Grade 7 Criteria

To enter Investigation of Math 7 program, a student should meet the three following criteria:

1. Performed on or above grade level on 80% of all 6th grade ISM tests.
2. Earned an "A" average in grade 6 Math or earned an "A" or "B" average in GT Math 6.
3. Recommended by current math teacher.

Algebra I Criteria

To enter the grade 8 Algebra I program, a student should meet the following criteria:

1. Earned an "A" or "B" average in Investigation of Math 7,
2. or earned an "A" average in Math 7.
3. Recommended by current math teacher

Upcounty Middle School Center Program for the Highly Gifted

Separate from the standard Gifted and Talented Programs, Roberto Clemente Middle School is home to the Upcounty Middle School Center Program for the Highly Gifted. Students from nine upcounty high school clusters are identified for this program through an application process in the fifth grade. Accepted students will either take a core set of courses in **Humanities & Communication** or **Math, Science & Computer Science** for grades six through eight.

MARYLAND HIGH SCHOOL ASSESSMENTS

High School Graduation now includes High School Assessments in:

Algebra 1 * Biology * English 10 * Government

Maryland High School Assessments (HSA) are rigorous end-of-course tests in Algebra 1/Data Analysis, Biology, English 9, Geometry, and NSL Government. These assessments are a key component of the Maryland Assessment Program. The Maryland State Department of Education (MSDE) has designed the tests to measure student achievement and school performance, providing valuable information to students, parents, and schools.

What do High School Assessments look like?

The HSA contains four types of questions:

- A Selected Response (SR), or multiple-choice item, requires students to apply a wide range of knowledge, strategies, and reasoning skills.
- A Brief Constructed Response (BCR), or short essay item, requires students to write a short response to a question in the form of a few sentences, a graphic organizer, or simple drawing/diagram.
- An Extended Constructed Response (ECR), or long essay item, requires students to analyze and respond to complex situations in the form of one or more paragraphs.
- A Student-Produced Response (SPR), or “grid-in” item, appears on algebra and geometry assessments. The SPR requires students to solve a mathematics problem and use a bubble grid to show the answer as a fraction, decimal, or whole number.

For more information and updates:

- MCPS High School Assessment Web site: www.mcpsghsa.org
- HSA Hotline: 240-453-2HSA

Gifted and Talented Program (GT)
Parent Nomination Form

This form should be completed by parents of current 6th grade students who are not currently in gifted and talented classes. **This form does not need to be completed if your child is currently in gifted and talented classes in grade 6.**

Student Name: _____

Parent Name: _____

Parent Home Phone: _____ Work Phone _____

Check below those classes for which you nominate your child.

Grade 7

___ Advanced English

___ Algebra 1

___ Foreign Language GT

___ Geometry

___ Investigations of Math 7

Please share those abilities and talents your child possesses which make him/her a candidate for the Gifted and Talented Program. (You may attach a separate sheet).

This form is due with the course registration form if applying for GT classes.

Gifted and Talented Program (GT)
STUDENT Self -Nomination form

Student Name: _____

Grade in September 2008 _____

Home Phone _____

The following writing assignment must be completed by any student who would like to be considered for Gifted and Talented identification:

You are nominating yourself for the Gifted and Talented Program. Write a multi-paragraph essay for the Gifted and Talented Committee explaining why you should be considered for the Gifted and Talented Program.

Think about the academic strengths you possess which will make you successful in the Gifted and Talented Program. Think about the special talents you possess. Think about the qualities you possess which will help you be successful in the Gifted and Talented Program. Think about how you will benefit from this program.

Now, on a separate sheet of paper, write a multi-paragraph essay explaining why you should be considered for the Gifted and Talented Program.

If applying for GT classes, turn in this form and your writing assignment with your course registration form.