

# **Course Offerings Booklet 2009- 2010**

## **Welcome to the Eighth 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, Student Support Specialist

At 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/Health. Eighth graders choose between reading or a foreign language and an 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 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 participate in many different classes within our Electives program. Some classes are for one semester and some are full year courses. Computer Applications, Art, Guitar are among the offerings. Guitar, 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, run counseling groups and visit classrooms to address school wide issues. They are available to speak to parents and facilitate team/parent conferences.

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**Ms. Linda Ramos**, 6<sup>th</sup> grade Counselor

**Ms. Stacy Dobres**, 8<sup>th</sup> grade Counselor

**Ms. Ellen Berman**, 7<sup>th</sup> grade Counselor

**Ms. Karen M. Joseph**, Resource Counselor, Alt. 1, & 8<sup>th</sup> grade Humanities Center Counselor

**Ms. Susie Ikpengbe-Kaigler**, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Math, Science, & 6<sup>th</sup>, 7<sup>th</sup> Humanities Center & Alt 1, Counselor

## 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. Alternative payment arrangements, including waiver of fee, may be requested based on the inability to pay required fees. Please note: the classes offered next fall for **Elective Course Offerings** are determined during the summer and are based on student enrollment and staffing availability.

Parents and students should give special attention to the selection of courses during registration. The Master Schedule of Classes is developed for the school and the allocation of staff is 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 ~

The **English 8** curriculum is thematically organized and integrates literature and language and the processes of reading, writing, speaking and viewing in order to ensure mastery of learner outcomes. The overarching theme for English 8 is "Explorations." Writing, a major focus, stresses the informative and persuasive intents. Language instruction, including grammar study, is integrated into writing and based on individual student needs. Students continue the compilation of the middle school portfolio which includes self-reflection of pieces selected for inclusion. Students read a variety of texts related to each thematic unit. They participate in a variety of individual and collaborative instructional strategies that help them develop skills and make literary and interdisciplinary connections. Vocabulary is developed through reading and a variety of experiences with words: written, heard, and viewed. English 8 prepares students for the Maryland School Assessment and the Maryland High School Assessment. Common tasks and unit activities focus on skills tested by all assessment tools.

### **Advanced English\* (replaces GT English 8)**

This course is designed for able and motivated students with a lively interest in the power and versatility of language. In preparation for advanced high school English courses, students read challenging texts written in various time periods and rhetorical contexts, making interdisciplinary connections with historical events and concepts developed in their Grade 8 U.S. History class. 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. Students who successfully complete both semesters and pass the semester B final exam (semester B final exam currently under consideration/development) will earn one *elective* credit toward graduation.

### **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 enrol 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 8 – (students in the Upcounty Center Humanities program)**

The study of English at this level melds writing with the intensive, analytical study of literature. Texts cover a broad scope of topics, ranging from the 19<sup>th</sup> century Romantics to the struggles faced by freed blacks after the American Civil War. Focus is placed on perceiving, understanding, synthesizing, and interpreting. Throughout the term, students work to further master skills related to research writing, reflective journaling, expressive writing, analytical/interpretive writing, and writing for publication.

### **Humanities Media Production 8 – (students in the Upcounty Center Humanities program)**

Students launch into the eighth grade year with an intense field production unit. Student teams hone production and editing skills throughout the year as they work together to create an informative, magazine-format TV show. In addition, students address the history of moving images, performance and presentation, creating multimedia, the use of film vs. video, and animation. Students will also address issues of graphic design, communication message, technical production, as well as media and visual literacy.

## **~Reading~**

**Reading 8** – In eighth grade reading, students are given opportunities for further growth in reading fluency, comprehension, and vocabulary through exposure to a variety of texts. Students participate in guided and independent learning experiences that include individualized, small group and whole group instruction, and independent reading. Students practice strategies to improve comprehension and develop effective mental processing systems for comprehension monitoring and problem-solving.

Students should register for this course if they scored basic on their MSA Reading test and/or below the 25<sup>th</sup> percentile on their MAP-R test.

## **~Mathematics~**

**Middle School Mathematics Course 8** extends students' understanding of numbers to include rational and irrational numbers in the real number system. One goal is to have all students develop computational fluency of real numbers. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include multiple representations of linear function, data analysis and representation, probability experiments and simulations, and geometric

properties and relationships between two- and three-dimensional figures. Middle School Mathematics 8 also previews concepts that are assessed on the Algebra/Data Analysis High School Assessment.

This course is for students who have completed Middle School Mathematics Course 7. Those who are successful will take Algebra 1 the following year.

**\*Algebra I** examines the basic structure of real numbers, algebraic expressions, and functions. The topics studied are linear equations, inequalities, functions and systems, quadratic equations and functions, polynomial expressions, data analysis, probability, and properties of functions. Mathematical modeling of real-life problems and problem solving are major themes of the course.

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 1 requirement.

**\*Honors 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 measure in polygons, proofs, logic, transformations, the Pythagorean Theorem, constructions, coordinate geometry, and surface and volume of solids. Students who are successful in this course satisfy the high school geometry requirement.

**\*Magnet Geometry – (students in the Upcounty 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.

**\*Algebra 2 with Analysis – (students in the Upcounty Math/Science/Computer Science Program)** Algebra 2 with Analysis is an intensive, accelerated course intended to prepare students for advanced mathematics courses. Students focus on real world problems, which they discuss, represent, and solve using algebraic techniques, incorporating technology. They analyze the properties and algebra of functions, including polynomial, exponential, logarithmic, piece-wise, radical and rational. They study matrices, systems of equations, sequences and series, the complex number system, and conics.

**\*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 ~

**Living in a World of Change** The Grade 8 science curriculum is comprised of five units. Science processes and investigation techniques will be reinforced from Grades 6 and 7 in Scientific Problem Solving as students solve new mysteries. Atmospheric Phenomena are explored in a comprehensive study of meteorology. Formation and Evolution of Celestial Bodies are explored as students examine the current theories of solar system formation, life cycle of stars, galaxy categorization, and changes over time of the universe. Students become acquainted with interactions between basic building blocks of matter and their properties during Introductory Chemistry. Earth's Structure will be explored as students learn about plate tectonics, weathering and erosion, and Earth history. All units will reinforce the theme Living in a World of Change.

**Center Program Science 8 – (students in the Upcounty Math/Science/Computer Science program)** Science processes and investigation techniques from grades 6 and 7 will be reinforced in scientific

problem-solving, as students complete lab investigations and a required science research project. As in the regular 8<sup>th</sup> grade science classes, students study the topics of atmospheric phenomena, formation and evolution of celestial bodies, chemistry, and earth's structure, but at a more in-depth level. They go beyond studying science—they experience it and then develop ways to apply those experiences. Throughout the year, students also work to master skills related to research writing, journaling, analytical writing, and writing for publication.

**Center Program Computer Science 8 – (students in the Upcounty Math/Science/Computer Science program)** Beginning with a brief review of the Grade 7 topics, students learn advanced programming topics in BASIC. The programming instruction is aimed at mathematical and scientific problem solving. Internet research is required for certain assignments and various applications are used to produce multimedia objects in conjunction with the projects. Students complete readings concerning current technology trends. A final programming project is required of all students, demonstrating their ability to use the knowledge gained during the three-year program.

## ~ World Studies ~

### U.S. History 8 –

Students in Grades 6 - 8 take World Studies, a three year sequence of social studies courses. There are two major strands that run through each unit. The first strand is specific present - day content in geography, economics, government, or culture. The second strand is always history. The history strand progresses chronologically by unit with ancient history to approximately 1000 CE in grade six, early modern world history in seventh grade, and US history to 1865 in grade eight.

**There are four units in eighth grade:**

#### Democracy: Political System of the People 1763—1783

- democracy in the US today
- structure and functions of political systems
- colonies
- American Revolution
- new governments

#### Economics Meets Geography: The Early Nation

- economic systems today
- role of economic systems in geographic growth of settlements
- new nation in a war torn world
- expansion west
- impact on Native Americans

#### Civil War: Past and Present

- political systems
- resolving conflicts today
- sectionalism
- rising tensions to civil war
- conflict and its aftermath

#### Reconstruction Past and Present

- culture and political systems in reconstruction around the world today
- reconstruction

### **Advanced US History Grade 8 (replaces GT US History 8)**

This course enhances the four MCPS Grade 8 U.S. History units through the development of skills from high school Advanced Placement courses in history. In addition to the MCPS course of study, students deepen their understanding of key concepts and events through reading, writing, document analysis, and historical thinking. These skills will be applied in each unit and students will be expected to show progress in skill development and historical knowledge in exams and historical document-based projects.

**Center Program World Studies 8 – (students in the Humanities Center Program)** Students explore the development of America as a nation of immigrants through Reconstruction. They go beyond studying our history—they experience it and then develop ways to apply those experiences. For example, students re-create the Constitutional Convention of 1787 in the roles of the participating characters following the

standards of parliamentary procedure. As they develop their powers of observation, research, description, and analysis, students learn to empathize with different people in different situations. In culminating activities, they then must substantiate their conclusions or solutions.

## ~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.

### **\*French Level 1 B – Grade 8 (Full-Year Course)**

This course is for students who have successfully completed French 1A in grade 7. Students will learn to describe how they feel, to discuss future plans, to describe their homes, to talk about family, to describe their possessions and the belongings of others, and to discuss actions and activities involving other people. Students will also learn to discuss what they earn and spend, food preferences, and to describe household pets. The communication objectives are supported by the language/grammatical objectives. Culture is also integrated into each unit. Students are encouraged to speak French daily and participate in dialogue and oral activities.

### **\*French 1A/1B –Grade 8 GT (Full-Year Course)**

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.

### **\*French 2A/2B – Grade 8 GT (Full-Year Course)**

This course is for students who have successfully completed French 1A and 1B. These two semesterized courses center around French 1A/1B content areas that are reinforced and expanded at this next level. The objectives that students will master include: describing different occupations within the community; following/asking/giving directions; describing weather conditions; extending and accepting invitations; identifying types of stores and their merchandise; comparing past and present school classes and their activities; stating personal preferences; comprehending menus; discussing future travel plans; daily family routines and common household chores; as well as travel activities. Students will also find evidence of current or community events and holidays related to the French culture. The French culture is also integrated into the varied content themes through films, projects, poems, stories and class discussions of daily life. Students are encouraged to speak French daily and participate in dialogues and oral activities.

### **\*French 3A/3B-Grade 8 GT (Full-Year Course)**

Students continue to build on previously developed skills while expanding their ability to communicate on a variety of topics. Increased grammatical accuracy is stressed. Students continue to make comparisons with the language and culture being studied, further their knowledge of other school subjects, and keep informed of current events in countries where the target language is spoken.

**\*Spanish Level 1 B – Grade 8 (Full-Year Course)**

This course is for students who have taken Spanish 1A in Grade 7 for the full year or in Grade 8 for the first semester. They learn to describe how they feel, discuss future plans, describe their homes, talk about family life, their belongings and those of others, and discuss actions and activities involving other people. Students also learn to talk about food and clothing. The communication objectives are supported by language (grammatical) objectives. Culture is integrated into the units. Students are encouraged to speak Spanish daily and participate in dialogues and oral activities.

**\*Spanish 1A/1B –Grade 8 GT (Full-Year Course)**

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.

**\*Spanish 2A/2B – Grade 8 GT (Full-Year Course)**

This course is for students who have successfully completed Spanish 1A and 1B. These two semesterized courses center around Spanish 1A/1B content areas that are reinforced and expanded at this next level. The objectives that students will master include: describing different occupations within the community; daily family routines and common household chores; as well as travel activities. Students will also find evidence of current or community events and holidays related to the Spanish culture. The Spanish culture is also integrated into the varied content themes through films, projects, poems, stories and class discussions of daily life. Students are encouraged to speak Spanish daily and participate in dialogues and oral activities.

**\*Spanish 3A/3B –Grade 8 GT (Full-Year Course)**

Students continue to build on previously developed skills while expanding their ability to communicate on a variety of topics. Increased grammatical accuracy is stressed. Students continue to make comparisons with the language and culture being studied, further their knowledge of other school subjects, and keep informed of current events in countries where the target language is spoken.

**~ Physical Education/Health ~**

Students in Grade 8 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.

**~ Semester Elective Courses ~**

**\*The school reserves the right to change the elective courses as staffing needs require.**

**Art 8 – (Semester)**

Building on skills learned in 6<sup>th</sup> and 7<sup>th</sup> grade art, students will be exposed to a wide variety of mediums and art fields. The student will explore architecture, commercial art design, multi media collage, ceramics, and sculpture. The students will use their knowledge of different cultures, writing, science and math to create projects unique to their talents and interests. Students will also view and respond to artworks in both oral and written form. Students may take home all projects created during this class.

**Astronomy – (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 - (Semester)**

In the 8<sup>th</sup> grade Computer Applications, students engage in a variety of activities to advance their overall computer skills. Students improve their keyboarding skills by utilizing a completely interactive typing program called “Turbo Typing”. Each student begins an individualized program that automatically increases in difficulty as they progress through the course. They are able to individually monitor their keyboarding statistics, such as their net words per minute. Students will also develop their word processing skills and learn such basics as how to word process a letter, or learn more advanced features such as creating macros. Students also learn the fundamentals of desktop publishing and create their own brochures and newsletters. They will also learn Microsoft Excel and how to create data charts and graphs, and then analyze the data. The course culminates with the practical uses and applications of Microsoft Powerpoint, as well as the basic principals of web design. Students should have a basic knowledge of computer use in order to be successful in this course.

**Guitar – (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 – (Semester)**

Lights, Camera, Literacy offers a study of media, its history and basic physics as the core for teaching more advanced literacy skills.

**Readers Theatre – (Semester)**

Readers Theatre 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~****Chorus – (Full Year)** 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 \*- Grade 8 (Full Year)**

This course is a continuation of 7<sup>th</sup> grade 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 \* - Grade 8 (Full Year)**

In Orchestra, students have further opportunities to develop technical proficiency and to improve rehearsal techniques. A wider range of dynamics, style, and musical knowledge, as well as the study of harmony and ear training is 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)**

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 main 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, having 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 (IEP) 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.

### **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 the gifted and Talented Program is determined by specific criteria at each grade level by each subject. Students must maintain a "B" average to remain in the Gifted and Talented Program. If a "B" is not maintained after two consecutive marking periods, your child's placement in the Gifted and Talented Program 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 7th grade student is not in gifted and talented classes and would like consideration, he or she will need to complete the Student Self-nomination form. A parent who would like to nominate his or her child must complete the Parent Nomination Form.

### **~ Grade 8 Gifted and Talented Program Criteria~**

Gifted and talented instruction is offered in all academic subject areas. The program includes gifted and talented classes and cluster grouping 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. A/B average in English grade 7
3. Recommended by current teacher

### **Algebra I Criteria**

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

1. A/B average in Investigation of Math 7
1. Student earned an "A" average in Math 7
2. Recommended by current math teacher

### **Geometry Criteria**

To enter the grade 8 Geometry program, a student must meet the following criteria:

1. Recommended by current Algebra I teacher
2. Student must successfully complete Algebra IA and IB

### **Algebra II with Analysis**

1. Recommended by current Geometry teacher
2. Student must successfully complete Geometry

### **Foreign Language Criteria**

Students should take a foreign language instead of reading if:

1. They have MAP-R scores at the 75<sup>th</sup> percentile or above
2. They earned a B or better in 7<sup>th</sup> grade English/Reading
3. They were advanced (or at least proficient) on the Reading MSA
4. The teacher recommends it

### **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**

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.

High School Graduation now includes High School Assessments in:

**Algebra I       \*       Biology       \*       English 10       \*       Government**

### **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](http://www.mcpsghsa.org)
- HAS Hotline: 240-453-2HSA

# Gifted and Talented Program

## Parent Nomination Form

This form should be completed by parents of current 7th grade students who are not currently in gifted and talented classes if you wish to nominate your child. This form **does not** need to be completed if **your child is currently in gifted and talented classes in grade 7.**

Student Name: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Home Phone: \_\_\_\_\_ Work Phone \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Check below those classes for which you nominate your child.

### **Grade 8**

Advanced US History\_\_\_\_ Advanced English\_\_\_\_ GT Science\_\_\_\_ Algebra I\_\_\_\_\_

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

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**This form is due with the course registration.**

## Gifted and Talented Classes

### Grade 8

## Student Self--nomination Form

Student Name: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Return this form and the following writing assignment with your course registration.

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

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

Think about the academic strengths you possess which will make you successful in Gifted and Talented classes. Think about the special talents you possess. Think about the qualities you possess which will help you be successful in Gifted and Talented classes.

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