

# COURSE BULLETIN

## 2012-2013



### ROBERTO CLEMENTE MIDDLE SCHOOL

*"The best of all things is to learn. Money can be lost or stolen, health and strength may fail but what you have committed to your mind is yours forever."*

- *Louis L'Amour*



# **ROBERTO CLEMENTE MIDDLE SCHOOL**

## **Administration – 301-601-0344**

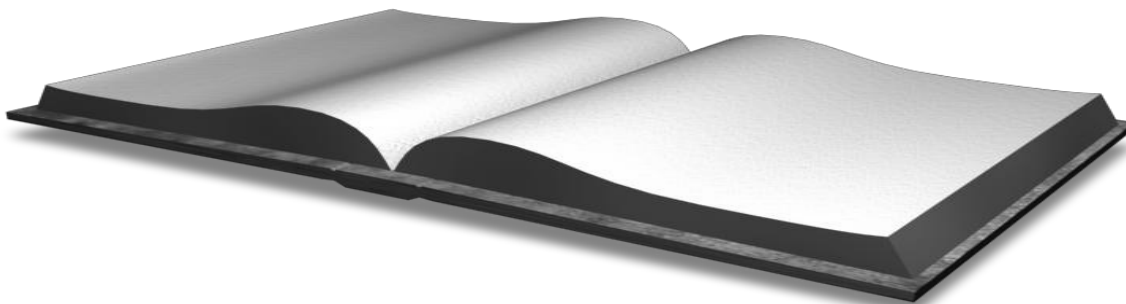
**Ms. Khadija Barkley, Principal**

**Mr. James Richard, Assistant Principal**

**Ms. Allison Tillery, Assistant Principal**

**Mr. Doug Nelson, Upcounty Center (UPC) Coordinator**

**Ms. AnneMarie Smith, Assistant School Administrator**



## **Counseling Department – 301-601-0343**

**Ms. Linda Ramos**

**6<sup>th</sup> Grade Counselor**

**Ms. Karen Joseph**

**7<sup>th</sup> Grade Counselor**

**Ms. Stacy Dobres**

**8<sup>th</sup> Grade Counselor**

**Ms. Sarah Patterson**

**Alt. 1 Counselor**

**Ms. Susie Ikpengbe-Kaigler**

**Resource and UPC Counselor**

**Ms. Nancy Britton**

**Registrar/Counseling Secretary**

*"Always walk through life as if you have something new to learn and you will." – Vernon Howard*

MONTGOMERY COUNTY PUBLIC SCHOOLS

**Roberto Clemente Middle School**

18808 Waring Station Road • Germantown, Maryland 20874 • (301) 601-0344

**From the Principal**

Dear Roberto Clemente Middle School Family:

Welcome to Roberto Clemente Middle School. It is with great anticipation that we share the 2012-2013 course bulletin that outlines the 6<sup>th</sup> grade courses for the next school year. Each year we look forward to welcoming our elementary students along with returning or newly enrolled 7<sup>th</sup> and 8<sup>th</sup> graders. We are here to assist you in providing a smooth transition to your child's next grade level. Whether you are coming to us from near or far, we consider you a part of the Roberto Clemente Middle School family.

The three years spent at Roberto Clemente will be an exciting time in your child's academic, social, ethical, physical, and emotional development. We will be working closely with you to ensure the growth of your child in all of these areas. We view our students' education as a partnership between the home, the school, and the community.

We are very proud of the quality instructional program that our staff members provide to all our students. Staff members strive to meet the unique developmental needs of young adolescents in a positive and safe school climate. Emphasis and development of critical thinking skills over all three middle school years help to prepare our students for the demands of high school and beyond.

The course offerings in this booklet vary widely, offering many opportunities for students to expand their knowledge and to be challenged at all levels. The Roberto Clemente school counselors offer valuable guidance and assistance for both students and their parents/guardians. Our counselors support students as they transition from elementary to middle school and from middle to high school. School counselors also serve as resources for parents and teachers and as liaisons with community agencies.

Roberto Clemente is a great place for students to learn. As your child progresses through the middle years at Roberto Clemente Middle School, please plan to work collaboratively with us to help prepare your child for success in school and in life.

Sincerely,  
*Khadija F. Barkley*  
Khadija Barkley  
Principal

KB:nb

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# Vision

Roberto W. Clemente Middle School is a community of learners who value individual achievement. We have captured our vision in the acronym PRIDE. We are a diverse school that recognizes the uniqueness of each individual child. Through innovative and visionary collaboration among colleagues and families, we will close the achievement gap, maximize student potential, and teach students about the value of service.

# Mission

**P**ersonal responsibility for our academic achievements, accomplishments, and commitment to literacy allows everyone to become lifelong learners.

**R**espectful interaction among all Roberto Clemente community members is the key to nurturing our children to grow, learn, and mature into responsible and productive citizens.

**I**ntelligence comes from effective effort in the learning environment fostered by high and consistent expectations for all students by every adult in the building.

**D**iversity means that we celebrate, tolerate, and embrace the differences that make our community representative of a global village.

**E**very child deserves to learn in a safe, clean, and well-maintained building.

*"America's future will be determined by the home and the school. The child becomes largely what he is taught; hence we must watch what we teach, and how we live." –  
Jane Adams*

## Organizational Structure

Roberto Clemente Middle School students receive a comprehensive, rigorous academic program at every grade level. There are seven class periods daily. All students take courses in English, Math, Social Studies, Science, English, Physical Education and a Reading or a World Language class, as well as one elective.

Our students have the opportunity to sample a variety of subjects throughout their three years in our Electives program. Electives are divided into 3 pathways: Technology, Music and Exploration. For information about each course, please review this course bulletin. Course offerings may vary by grade level.

**Note to Center Parents of Instrumental Students:** All sixth grade Magnet students in the Math/Science program planning to apply to a magnet high school are eligible to participate in the RCMS Band, Orchestra, or Rock Band program for at least two years. Students applying to Richard Montgomery High School's IB program have a one year world languages requirement. RCMS Math /Science students who choose to participate in instrumental music typically take an instrumental class for sixth and seventh grades in order to keep continuity on an instrument and fulfil their world languages requirement in eighth grade. Sixth graders in the Humanities program are not eligible to participate in the instrumental music program in sixth grade, but may participate in seventh or eighth grades.

## Extra-Curricular Program

The Clemente staff is concerned with the whole child and helps to ensure healthy development through an extra-curricular program. The many after-school activities include academic support, intramural sports, athletic teams, yearbook staff, and various other 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 are available, on days that activities are held, for students who stay for an organized activity or who work with a teacher.

## Counseling Department

The Roberto Clemente Middle School Counseling Department is dedicated to helping young people reach their full academic and personal potential. We are committed to supporting and assisting our students in acquiring the tools and knowledge they need to make informed decisions and live successful and fulfilling lives. The RCMS Counseling Program is data-driven. Each grade level has a Counselor who is with the students from 6<sup>th</sup> grade through 8<sup>th</sup> grade. There is one Counselor dedicated to the Magnet Program and one Resource Counselor.

RCMS Counselors enroll students, review records, create class schedules and provide information and support to students and families about academic programming, community resources and alternative school options. They provide prevention, intervention and crisis response services to families and students. Counselors refer students to Alternative programs, when necessary.

RCMS Counselors regularly collect and analyze qualitative and quantitative data to identify and address student needs, particularly around attendance and academic achievement and behavior. This includes completing Functional Behavioral Assessments and Behavioral Intervention Plans. Attendance data is reviewed monthly.

RCMS Counselors regularly collaborate with teachers, administrators, parents and students to identify school needs and counseling services, in an effort to assess and improve the effectiveness of the counseling program. Parents are encouraged to contact their child's teachers if there are concerns with academic performance.

School counselors promote personal, interpersonal, health, academic, and career development for all students through proactive classroom programs and other services. Student mentor & peer mediation programs are counselor-coordinated. All counselors provide students with resources within the school for academic help.

## **ESOL – English for Speakers of Other Languages - 6, 7, 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.

### **Special Education Services - Grades 6, 7, and 8**

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

#### **Speech and Language Program**

The speech and language program provides diagnostic, remedial and consultative services to identified students. The speech language pathologist works individually with students or as an additional support in various general education classes.

#### **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 special education 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 program 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 (LFI) and School/Community-Based Program (SCBP)**

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.

#### **GT/LD Program**

The GT/LD Program is one of three regionally located programs for twice exceptional students who need special education support for the majority of their academic day. Students are accepted through an IEP Team decision in which they are confirmed as twice exceptional (i.e. highly gifted and learning disabled). Often students are placed in GT/LD classrooms in their area of disability, most often being English and reading. Students are typically placed in a mainstream co-taught class with their gifted peers for social studies, science and math. To support mainstream efforts, students are provided a GT/LD resource period to work in their deficit areas according to their IEPs. Case managers work with students to help them understand their unique strengths and needs and advocate for the accommodations that will allow them access to rigorous instruction. Over the course of their middle school years, GT/LD students generally increase the amount of time in the mainstream GT classes, as they learn how to use compensatory tools and strategies and how to self-advocate.

#### **LAD Resource Class**

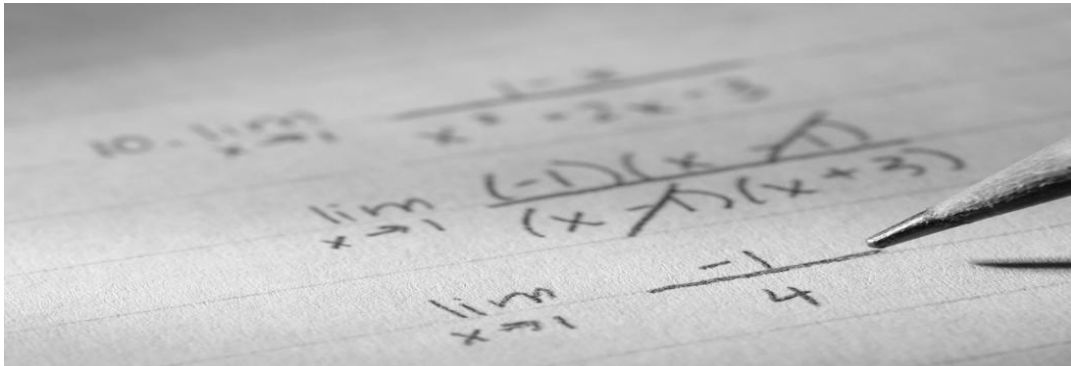
Special Education students who require additional support in areas of study skills, social skills, and self-advocacy will be programmed for a Resource class. The Resource class will be staffed by the child's Special Education Case Manager.

The case manager will work with students in understanding their strengths and needs, with accommodations that allow access to rigorous instruction.

This class will have the additional benefit of providing small class instruction that is tailored to the students' documented needs. The class will provide an opportunity for each individual student to complete outstanding work which was missed or incomplete, helping them to maintain eligibility for clubs and sports, which will enhance their school experience by boosting self-esteem and pride in their school accomplishments.

The resource class will also provide opportunities for students to practice MSA skills and develop an understanding of skills and knowledge that will be utilized on the MSA exams. In addition, study skills and strategies will be taught.

*"Learning is a treasure that will follow its owner everywhere." – Chinese Proverb*



*"It is not enough to have a good mind; the main thing is to use it well." –Rene Descartes*

### **Magnet Programs**

Separate from the standard accelerated 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. Classes outside of the core center courses will be integrated with all students, based upon master schedule capabilities.



## MARYLAND SCHOOL ASSESSMENTS

The Maryland School Assessment (MSA) is a test of reading and math achievement that meets the testing requirements of the federal No Child Left Behind Act. The test is given each year in early March in reading and math at grades 6 through 8.

Maryland High School Assessments (HSA) are rigorous end-of-course tests in Algebra 1, Biology, English 10, 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 includes High School Assessments in:**

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

**For more information and updates:**

- MCPS High School Assessment Web site: [www.mcpshsa.org](http://www.mcpshsa.org) or call the HSA Hotline: 240-453-2HSA.

*"Learning without thought is labor lost." – Confucius*





## Course Descriptions Grade 6

### English 6

#### English 6

This course integrates the five English/ language arts processes (reading, writing, listening, speaking, and viewing) and the two contents (language and literature) in a thematic organization of four units. Rigor and challenge are essential components of the instructional approach to English 6, and are further emphasized in the William and Mary language arts program (see page 4). Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit.

Teachers will implement the curriculum through the following thematic units:

UNIT 1: FOUNDATIONS

UNIT 2: ADVENTURES

UNIT 3: CHALLENGES AND BARRIERS

UNIT 4: CHOICES

Students read, analyze, and study different genres related to each of the themes and complete required common tasks. The common tasks focus primarily on the writing process for four types of writing—textual analysis, argument, research and synthesis, creative and reflective—and they include the use of information, word processing, and presentation technology to address a variety of language skills. Students have opportunities to present their work orally and through the medium of technology. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills.

#### Advanced English 6

This course is designed for able and motivated students with a lively interest in the power and versatility of language. In preparation for advanced middle and 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.

#### Magnet Humanities English 6

Humanities English 6 is paired with Humanities 6 Reading to function as a Readers/Writers Workshop. These courses are structured together as an integrated reading and writing workshop: students develop skills in reading assigned and self-selected texts purposefully and critically across many genres and develop writing skills in support of critical thinking and the study of language and literature. Along with critical reading and writing craftsmanship, students develop communication skills of speaking, listening, and viewing, engaging in collaborative and independent projects that demonstrate mastery of course objectives. See Magnet Reading 6 description.

### Reading 6

#### Reading 6

The Reading 6 curriculum focuses on building, refining, and extending reading strategies learned in elementary school. Students learn to personalize effective reading strategies for understanding while they read increasingly more complex and challenging middle school texts. Comprehension is a key focus, including reading beyond the literal level. Students apply strategies to expository materials such as science and social studies textbooks, newspaper articles, and biographical essays. Students then extend their strategies to the study of mythology. During this unit, vocabulary strategies are developed to incorporate etymologies, word parts, synonyms, and antonyms. Reading 6 prepares students for the demands of middle and high school courses and assessments. The Reading 6 curriculum focuses on building, refining, and extending reading strategies learned in elementary school. Students learn to personalize effective reading strategies for understanding while they read increasingly more complex and challenging middle school texts. Comprehension is a key focus, including reading beyond the literal level. Students apply strategies to expository materials such as science and

social studies textbooks, newspaper articles, and biographical essays. Students then extend their strategies to the study of mythology. During this unit, vocabulary strategies are developed to incorporate etymologies, word parts, synonyms, and antonyms. Reading 6 prepares students for the demands of middle and high school courses and assessments.

### **Magnet Humanities Reading 6**

Magnet Humanities Reading 6 is paired with Magnet Humanities English 6 to function as a Readers/Writers Workshop. Organized into five thematic units, the curriculum has ties to world studies and media production coursework. Each unit addresses an over-arching theme through which students explore the human experience across time and distance in their own essays, narratives, poetry, drama, and visual arts. Independent reading, vocabulary, grammar, usage, and mechanics are ongoing throughout the year. See Magnet English 6 description.

### **Read 180**

Read 180 is an intensive reading intervention program (2 periods) designed to meet the needs of students whose reading achievement is below the grade level. The program directly addresses the needs of struggling readers through differentiated instruction, adaptive software, background knowledge building video, instructional software, high-interest literature, and explicit instruction in reading, writing, and vocabulary skills. After the initial whole group direct instruction lesson, students rotate in small groups to different stations that include individualized instructional software, audio books for modelled reading, and paperback books for independent reading, and small group instruction with the teacher. Progress monitoring is embedded in the program.

### **Corrective Reading**

Corrective Reading is a core program focusing on decoding skills that have been demonstrated through research studies to be effective in improving student performance. All words, skills, and decoding strategies are taught through direct instruction. This method is the most efficient for communicating with the students, for evaluating their performance on a moment-to-moment basis, and for achieving student mastery.

## **Mathematics**

### **Math 6**

This course is for students who have completed the kindergarten to Grade 5 mathematics curriculum. Students in Math 6 will go on to either Math 7 or Investigations into Mathematics the following year. Units of study include the following:

#### **UNIT 1: GRAPHING DATA AND ANALYZING STATISTICS**

Frequency tables and circle graphs are the focus of organizing and analyzing data, as students explore misuse of data and measures of central tendency.

#### **UNIT 2: FRACTIONS, DECIMALS, AND PERCENTS**

Computation includes all operations with decimals and fractions, order of operations, and ratios and rates, as well as work with rational numbers and exponents.

#### **UNIT 3: GEOMETRY**

Students find angle sums and do constructions with 2D figures. They develop and use formulas to find the area of 2D figures, including circles.

#### **UNIT 4: ALGEBRA, PATTERNS, AND FUNCTIONS**

Students' understanding of algebra extends to include identifying and extending arithmetic and geometric sequences, writing and evaluating formulas and equations, and graphing in all four quadrants on the coordinate plane.

#### **UNIT 5: PROBABILITY**

Students begin to compare theoretical and experimental probability.

### **Math 7**

This course is for students who have completed the kindergarten to Grade 6 mathematics curriculum. Students in Math 7 will go on to Algebra Prep, Investigations into Mathematics, or Algebra the following year. Units of study include the following:

#### **UNIT 1: DATA ANALYSIS**

Data analysis and representation focuses on using box and whisker plots and scatter plots.

#### **UNIT 2: ALGEBRAIC RELATIONSHIPS**

Students' understanding of numbers and computation extends as they learn how to do operations with integers.

#### **UNIT 3: GEOMETRIC RELATIONSHIPS**

Students develop understanding of line and angle relationships. They construct basic elements of geometric figures and verify their constructions using geometric properties.

**UNIT 4: PROPORTIONAL REASONING**

Students connect their knowledge of ratios to the development of proportional reasoning.

**UNIT 5: FUNCTIONAL RELATIONSHIPS**

The areas of focus include functional relationships, arithmetic, and geometric sequences.

**UNIT 6: MEASUREMENT**

Students learn how to apply their measurement skills with increased precision.

**Investigations into Mathematics (IM)**

This course provides rigorous study for students who have demonstrated proficiency in the content of Math 7 in Grade 5 or 6.

Students successful in this course will take Algebra 1 the following year. Units of study include the following:

**UNIT 1: STATISTICAL APPLICATIONS AND SET THEORY**

Students examine the purposeful use of statistical information and are required to reason about the intent behind the construction of data displays. Set theory builds on students' knowledge of mathematical relationships.

**UNIT 2: REAL NUMBER SYSTEMS**

Students extend their understanding of numbers to include rational and irrational numbers in the real number system and further develop computational fluency of real numbers.

**UNIT 3: INVESTIGATION OF GEOMETRY**

Students deepen their understanding of geometric properties and relationships between two- and three-dimensional figures.

**UNIT 4: PATTERNS, RELATIONS, AND FUNCTIONS**

Students focus on the exploration of multiple representations of relations and functions.

**UNIT 5: THE LANGUAGE OF ALGEBRA**

Students begin to formalize their understanding of the conceptual, pictorial, and symbolic representations of functional relationships.

**UNIT 6: OTHER OPERATIONAL SYSTEMS**

Students solidify understanding of place value through the study of number systems other than base 10 and develop abstract thinking through modular arithmetic.

**UNIT 7: PROBABILITY**

Students design and explore probability experiments and simulations.

**Algebra 1 A/B\***

Algebra 1 is the first high school credit bearing mathematics course. Students who successfully complete both semesters and pass the semester B final exam earn 1 Algebra Mathematics credit toward graduation. Students successful in this course will take Honors Geometry the following year. Units of study include the following:

**UNIT 1: EQUATIONS AND INEQUALITIES IN A SINGLE VARIABLE**

**UNIT 2: INTRODUCTION TO FUNCTIONS**

**UNIT 3: LINEAR EQUATIONS AND INEQUALITIES IN TWO VARIABLES**

**UNIT 4: SYSTEMS OF EQUATIONS AND INEQUALITIES**

**UNIT 5: DATA ANALYSIS AND PROBABILITY**

**UNIT 6: EXPONENTS AND POLYNOMIALS**

**UNIT 7: QUADRATIC AND EXPONENTIAL FUNCTIONS**

## Science 6

### **Investigation in Science 6 (IS6): Living in the Natural World**

Teachers will implement the curriculum in Grade 6 as follows:

UNIT 1: ECOSYSTEMS AND THE CHESAPEAKE BAY

UNIT 2: DIVERSITY AND ADAPTATIONS OF ORGANISMS

UNIT 3: FORCES AND MOTION

UNIT 4: ENERGY

IS6 is a problem/project-based curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS6 center around topics related to ecosystems, diversity and adaptation of organisms, forces and motion, energy, and light and sound. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

### **Magnet Math/Sci. Science 6**

In Magnet Science 6 students explore scientific design criteria and constraints and analyze the value of models in scientific explanation. In Magnet Science 6, students will study ecology and environmental issues. Students are introduced to the concept of interrelationship between organisms and their environment. Energy flow, carbon and nitrogen cycles are studied as well. Students will also learn about the classification of plants and animals into kingdom, and study adaptations and natural selection. Students will also study renewable and non-renewable resources, ways in which resources can be used, abused, and preserved. Additionally, students will learn about mass, velocity, and time. The last unit of study in Magnet Science 6 is alternative energy. Students will study electricity, magnetism, electrical energy production, solar energy, and conversion of energy.

## World Studies 6

The social studies program in middle school builds chronological and thematic understanding of world and United States history, while also developing the social studies strands of geography, economics, political systems, and culture. Each social studies unit is organized around a historical era and a social studies strand. A mix of modern content and the lessons of history provide the background knowledge and thinking skills that prepare students for high school instruction and their responsibilities as citizens.

### **Advanced World Studies 6**

Teachers will implement the curriculum in Grade 6 as follows:

UNIT 1: PATTERNS OF SETTLEMENT IN THE ANCIENT AND MODERN WORLDS

UNIT 2: CITIZENSHIP AND GOVERNANCE IN CLASSICAL AND MODERN TIMES

UNIT 3: THE IMPACT OF ECONOMICS IN ANCIENT AND MODERN CHINA

UNIT 4: CULTURAL SYSTEMS: THE FIRST MILLENNIUM AND TODAY

This course provides enriched opportunities for learning about ancient world history. Building on the current four units of Grade 6 world studies, students will deepen their understanding of the rich cultures and history from the earliest human settlements to great civilizations of the year 1000 CE. Students are challenged to analyze archaeological evidence, ask questions to further their knowledge, and understand history as an ongoing investigation.

### **Magnet Humanities World Studies 6**

The Humanities program infuses the MCPS world studies curriculum with additional depth and rigor. Students engage in reflective thinking and decision-making as they participate in experiential activities such as historical simulations and debates. These activities and the research required of students in their preparation provide a rich foundation for further study in the social sciences and the humanities.

## Physical Education / Health 6

The middle school physical education program focuses on health-related fitness, movement skills and concepts, and personal and social responsibility. Each physical education unit challenges students to better understand the benefits of physical activity toward fitness, fundamentals of efficient movement in physical activity and sport, and the essentials of responsibility in a movement setting. The learning tasks in physical education emphasize and teach problem-solving and decision-making skills. Students participate in games and activities that promote fitness, develop tactical awareness, and indoctrinate social qualities.

Comprehensive Health Education promotes positive health-related attitudes and behaviours that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The life skills emphasized throughout the program include setting goals; making decisions; identifying beliefs, attitudes, and motivations; assessing information; and advocating for personal, family, and community health. This nine-week course includes the following seven units: mental and emotional health; tobacco, alcohol, and other drugs; nutrition and fitness; safety and injury prevention; family life and human sexuality; and disease prevention and control.

Parents of Grade 6 students will receive information about the family life and human sexuality unit and the disease prevention and control unit of instruction prior to the start of classroom instruction. Parents who object to the content of the instruction may request that their child be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education that does not include information about human sexuality or disease prevention, including HIV/AIDS.

## World Languages 6

The goal of the Montgomery County Public Schools' world languages 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 world languages for meaningful communication in both spoken and written form. The world languages program emphasizes language as it is used in real-life situations that students are most likely to encounter. Through world languages 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 world languages 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. World languages grades earned at Roberto Clemente Middle School will appear on the high school transcripts. Students must pass the course and the final exam to earn high school credit in a world language.

### **Full Year Middle School French or Spanish Level 1A**

In this beginning Spanish or French course students learn to communicate in simple, everyday social situations. They learn to introduce themselves, greet one another, tell time, and 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 everyday objects. Spanish or French 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 world languages students. Students who elect Level 1, Part A, of 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 7. **Upon successful completion of this course and level 1B in grade 7, students will receive one high school credit in world languages.**

### **Middle School Spanish or French Level 1A/1B**

Students begin to learn to communicate orally and in written form about daily life. Emphasis is on vocabulary development, simple grammatical structures, and the basic culture of the people. Students are encouraged to use the language beyond the school setting and keep informed of current events in countries where the target language is spoken. **Students who successfully complete 1A/1B and pass the final exam earn 1 elective credit toward graduation.**

## Electives 6

Students entering 6<sup>th</sup> grade will sign up for one full year elective. Humanities Magnet students are required to take Magnet Humanities Reading 6 and Magnet Humanities Media 6. They have no elective *choice* in the sixth grade. Math/Science Magnet students are required to take Magnet Computer Science and may choose either a world languages elective (Spanish or French), or a music/arts elective. RCMS Math/Science students who choose to participate in instrumental music typically take an instrumental class for sixth and seventh grades in order to keep continuity on an instrument and fulfil their world languages requirement in eighth grade. Sixth graders in the Humanities program are not eligible to participate in sixth grade, but may participate in seventh or eighth grades. Students applying to Richard Montgomery High School's IB program have a world languages requirement of one year. The following elective courses may be offered, pending student interest and staffing:

### **Magnet Humanities Media 6**

Media classes are hands-on, process-oriented, and product-based. Students explore a variety of media-related topics including creative dramatics, radio, film and animation, advertising, TV/video production, the history of communication technology, and media literacy. Experiences in media literacy are paramount as we challenge students to become savvy consumers of media and reflective communicators in a technology-rich, global society.

### **Magnet Math/Sci. Computer Science 6**

Computer technology supports the mathematics and science disciplines. Focus is placed on the use of the computer as a tool for problem solving in other subjects. Through the use of real world tools and global educational resources, the seminars prepare students for scientific challenges and productive careers. Students collect, manipulate, graph, and analyze data using the computer. They develop algorithms, write programs in various structured programming languages, and use commercial software to solve problems.

### **Engineering Pathway Elective**

#### **Information and Communication Technology 6** (*Semester*)

Students use technology in a rigorous, inquiry- and project-based learning environment that promotes relevance and engagement. Students acquire knowledge and skill sets connected to Grade 6 content areas involving the use of application, web-based, and multimedia tools. Programming concepts will be applied to the development of games, educational simulations, and robotic products. The application of computer aided drafting and design and graphics software will be used to communicate 2-D and 3-D designs. Students will acquire website development skills and digital art concepts to create a portfolio. The completion of this course prepares students to follow middle school pathways that lead to high school credit courses in Grade 8. Course outcomes are based on the Maryland Technology Literacy Standards for Grades PreK-8 and the Maryland State Department of Education Voluntary State Curriculum for technology education.

### **Exploration Pathways Elective**

#### **Arts 6** (*9 weeks*)

Students identify and create artworks that communicate universal ideas, and recognize that art is a global pursuit. Students make interdisciplinary connections between art and other subject areas as they investigate the arts and crafts of other cultures. They use art elements and design principles to compose personal artworks from observation or imagination. Using art vocabulary, they establish and apply criteria for talking about art and making aesthetic judgments. Students are taught safe practices in an art room and the proper use of art equipment, tools, and materials.

#### **World Beat & Digital Music 6** (*9 weeks*)

World Beat Music is an introduction to popular world music as explored through the use of performance and exploration of popular instruments. A large component of the class is devoted to preparing young people for success through technology-driven learning. Digital Music offers authentic experiences in music which demonstrates the relationship between music and technology, and experiences relating to the music industry. Students will study music theory and identify basic music notation symbols, basic rhythm patterns, and demonstrate the use of basic music vocabulary. Students will describe the elements of music and develop evaluative criteria appropriate for observing performances and listening to music. Students will perform keyboard skill at a Level 1, compose music using notation software, apply the

basic elements of music to song writing techniques, and arrange and compose original songs using the Garageband software. They will demonstrate and apply knowledge of music theory, styles and form.

### **Computer Applications Year 1** (9 weeks)

Computer Applications 1 provides sixth grade students with active learning experiences related to the productive use of computer-based applications. Students use word processing, spreadsheet presentation, programming, and research skills to complete authentic projects. This course focuses on the selection and use of appropriate technology tools and resources to accomplish a variety of tasks and solve problems. Course outcomes are based on national and state technology standards such as the International Society for Technology in Education, the National Workforce Center for Emerging Technologies, and the Maryland State Technology Literacy Standards.

### **Lights, Camera, Literacy (LCL)** (9 weeks)

This course 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 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. The course focuses on all three areas of the MCPS Moving Image Education—integrating, deconstructing, and creating the moving image. Students transfer reading skills such as inference from screen to script page to book. They use critical thinking skills and explore new vocabulary in the areas of lexicography, chess, and film. Students deconstruct information at the literary, dramatic, and cinematic levels. Throughout the course, students reflect on their learning through student-to-student discourse and journal writing. They work collaboratively to apply the various skills and use technology to produce an authentic product—a short film.

## **Music Pathways Electives**

### **Concert Choir 6** (Full Year)

Students in Concert Choir will perform songs in a variety of different styles, at school and during choral festivals. Students will develop vocal skills, music reading skills, and the ability to sing in rounds and two-part harmony. In addition to developing the singing voice, students will develop awareness of musical styles and music history. Responsibility to the entire group is encouraged since the chorus is a cohesive team. Students' voices are tested at the beginning of the school year, and after-school remedial work may sometimes be necessary.



### **Intermediate Band 6/7– Grade 6 and Beginning Students** (Full Year)

This course is open to students who have played an instrument in elementary school or 7<sup>th</sup> grade students who wish to begin a serious study of a band instrument. 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, and instrument care and maintenance. Home practice is required for participation. Students perform at a variety of school concerts.

### **Intermediate Orchestra 6/7 - Grade 6 and Beginning Students** (Full Year)

This course is open to 6<sup>th</sup> grade students who have played an instrument in elementary school or who wish to begin a serious study of a string instrument. 7<sup>th</sup> grade students wishing to learn a new instrument should obtain permission from the instructor. 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, and instrument care and maintenance. Home practice is required for participation. Students perform at a variety of school concerts.

### **Guitar 6 – (Full Year)**

Students will learn beginning guitar technique, including chords, strumming, finger picking, scales, notation and tablature reading. Emphasis is placed on teaching students to play together to a steady beat to prepare them for moving into an ensemble class, such as Rock Band. Music theory and historical perspective are studied as they relate to guitar performance. This course is open to all students regardless of music background. Although a school instrument is provided, practice at home is important, so students are encouraged to have their own guitar in order to practice outside of class.

*“Once the mind has been stretched by a new idea, it will never again return to its original size.”—Justice Oliver Wendell Holmes, Jr.*

## **Course Descriptions Grade 7**

### **English 7**

#### **English 7**

This course integrates the five English/language arts processes (reading, writing, listening, speaking, and viewing) and the two contents (language and literature) in a thematic organization of four units. It builds on the students’ experiences in English 6 but involves greater rigor and challenge in its approach to the study of English. One example of such rigor may be found in the William and Mary language arts program (see page 4).

Teachers will implement the curriculum through the following thematic units:

UNIT 1: IDENTITY

UNIT 2: A SENSE OF PLACE

UNIT 3: VOICES FROM THE PAST

UNIT 4: IMAGINATION

Students in English 7 examine language and literature in the context of the challenges people face. Students read, analyze, and study different genres related to each of the themes and complete required common tasks. Anchor texts include multicultural, contemporary, and classic titles. The common tasks focus primarily on the writing process for four types of writing—textual analysis, argument, research and synthesis, creative and reflective—and they include the use of information, word processing, and presentation technology to address a variety of language skills.

Students have opportunities to present their work orally and through the medium of technology. Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills. English 7 prepares students—through activities integrated into each thematic unit—for county, state, and national assessments.

#### **Advanced 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.

#### **Magnet Humanities English 7**

Seventh grade English extends the 6<sup>th</sup> 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, university level resources, and multimedia computer programs.

## Reading 7

### Reading 7

The Reading 7 curriculum is an intervention course that extends the reading strategies framed in previous reading courses. This curriculum is designed for readers who have a foundation in decoding skills but experience difficulty comprehending grade-level material. The goal of this course is to build reading comprehension of expository texts that students will encounter in secondary-content classes, including periodicals, trade books, textbooks, and reference materials. Students also develop vocabulary, fluency rate, and motivation for reading. Students learn research-based reading strategies and apply them to the content texts of science, social studies, English, and mathematics. During the year of study, students work with increasingly more difficult materials as they become more independent and efficient readers. Read 180 is another intervention that supports the performance of students who are reading below the proficient level. This program is implemented in selected schools.

### Read 180

Read 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the grade level. The program directly addresses the needs of struggling readers through differentiated instruction, adaptive software, background knowledge building video, instructional software, high-interest literature, and explicit instruction in reading, writing, and vocabulary skills. After the initial whole group direct instruction lesson, students rotate in small groups to different stations that include individualized instructional software, audio books for modelled reading, and paperback books for independent reading, and small group instruction with the teacher. Progress monitoring is embedded in the program.

### Corrective Reading

Corrective Reading is a core program focusing on decoding skills that have been demonstrated through research studies to be effective in improving student performance. All words, skills, and decoding strategies are taught through direct instruction. This method is the most efficient for communicating with the students, for evaluating their performance on a moment-to-moment basis, and for achieving student mastery.

## Mathematics 7

**Math 7** - This course is for students who have completed the kindergarten to Grade 6 mathematics curriculum. Students in Math 7 will go on to Algebra Prep or Algebra the following year. Units of study include the following:

### UNIT 1: DATA ANALYSIS

Data analysis and representation focuses on using box and whisker plots and scatter plots.

### UNIT 2: ALGEBRAIC RELATIONSHIPS

Students' understanding of numbers and computation extends as they learn how to do operations with integers.

### UNIT 3: GEOMETRIC RELATIONSHIPS

Students develop an understanding of line and angle relationships. They construct basic elements of geometric figures and verify their constructions using geometric properties.

### UNIT 4: PROPORTIONAL REASONING

Students connect their knowledge of ratios to the development of proportional reasoning.

### UNIT 5: FUNCTIONAL RELATIONSHIPS

The areas of focus include functional relationships, arithmetic, and geometric sequences.

### UNIT 6: MEASUREMENT

Students learn how to apply their measurement skills with increased precision.

**Investigations into Mathematics (IM)** - This course provides rigorous study for students who have demonstrated proficiency in the content of Math 7 in Grade 5 or 6. Students successful in this course will take Algebra 1 the following year. Units of study include:

### UNIT 1: STATISTICAL APPLICATIONS AND SET THEORY

Students examine the purposeful use of statistical information and are required to reason about the intent behind the construction of data displays. Set theory builds on students' knowledge of mathematical relationships.

### UNIT 2: REAL NUMBER SYSTEMS

Students extend their understanding of numbers to include rational

and irrational numbers in the real number system and further develop computational fluency of real numbers.

#### UNIT 3: INVESTIGATION OF GEOMETRY

Students deepen their understanding of geometric properties and relationships between two- and three-dimensional figures.

#### UNIT 4: PATTERNS, RELATIONS, AND FUNCTIONS

Students focus on the exploration of multiple representations of relations and functions.

#### UNIT 5: THE LANGUAGE OF ALGEBRA

Students begin to formalize their understanding of the conceptual, pictorial, and symbolic representations of functional relationships.

#### UNIT 6: OTHER OPERATIONAL SYSTEMS

Students solidify understanding of place value through the study of number systems other than base 10 and develop abstract thinking through modular arithmetic.

#### UNIT 7: PROBABILITY

Students design and explore probability experiments and simulations.

**Algebra 1 A/B-** Algebra 1 is the first high school credit-bearing mathematics course. Students who successfully complete both semesters and pass the semester B final exam earn one Algebra 1 mathematics credit toward graduation. Students successful in this course will take Honors Geometry the following year. Units of study include the following:

Unit 1: Equations and Inequalities in a single variable

Unit 2: Introduction to Functions

Unit 3: Linear Equations and Inequalities in two variables

Unit 4: Systems of Equations and Inequalities

Unit 5: Data Analysis and Probability

Unit 6: Exponents and Polynomials

Unit 7: Quadratic and Exponential Functions

**Magnet Math/Sci. Algebra 1** - Magnet Algebra 1 includes all the traditional topics of Algebra 1 through 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. **Students must successfully complete the course and pass the end of the year final exam in order to receive high school credit.** Students in this course take the state Algebra 1 High School Assessment, which includes both algebraic and statistical concepts. This course satisfies the high school Algebra 1 requirement.

**Honors Geometry** - Honors Geometry is a high school credit-bearing mathematics course. **Students who successfully complete both semesters and pass the semester B final exam earn 1 Geometry Mathematics credit toward graduation.** Students successful in this course will take Honors Algebra 2 the following year. Units of study include the following:

Unit 1: Foundations of Geometry

Unit 2: Reasoning I Geometry

Unit 3: Polygons

Unit 4: Congruence

Unit 5: Indirect Measurement

Unit 6: Three Dimensional Geometry and Measurement

Unit 7: Similarity

Unit 8: Circles

Unit 9: Trigonometry

**Magnet Math/Sci. Geometry** - 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 the year final exam in order to receive high school credit.**

## Science 7

**Investigations in Science (IS7) 7** - Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS7 center around topics related to biochemistry, genetics, structure and function, and biotechnology. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems. The following units are covered in Investigations in Science 7:

UNIT 1: CELLS

UNIT 2: HEREDITY

UNIT 3: STRUCTURE AND FUNCTIONS OF LIVING ORGANISMS

UNIT 4: LIGHT AND SOUND

UNIT 5: INTERACTIONS WITHIN THE SOLAR SYSTEM

**Magnet Math/Sci. Science 7** - 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.

## World Studies 7

**Advanced World Studies 7** - In grade 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. The 7<sup>th</sup> grade World Studies curriculum is taught in four units. Unit 1 consists of the foundation of modern political systems in Europe. Unit 2 encompasses the influence of culture in Africa. Unit 3 includes geography and identity in Latin America, and Unit 4 involves the impact of economics in the world, past and present.

This course extends the content and concepts contained in the four units of World Studies 7. 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 the challenges of historical interpretation.

**Magnet Humanities World Studies 7** - 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 Mesoamerica). Field trips to museums, houses of worship, and culturally rich areas of the city add to the world studies experience.

## Modern World Languages 7

The goal of the Montgomery County Public Schools' world languages 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 world languages for meaningful communication in both spoken and written form. The world languages program emphasizes language as it is used in real-life situations that students are most likely to encounter. Through world 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. Students must meet reading proficiency requirements in order to register for a world languages class.

### **Full Year Middle School French or Spanish Level 1A - 7**

In this beginning French or Spanish course students learn to communicate in simple, everyday social situations. They learn to introduce themselves, greet one another, tell time, and 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. French or 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 world languages students. Students who elect Level 1, Part A, of 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 world languages.**

### **Full Year Middle School French or Spanish Level 1 B - 7**

This course is for students who have successfully completed French or Spanish 1A in grade 6 for the full year. 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. All world languages courses are designated high school level courses. **Students are required to pass the course and the county high school level exam at the end of each level A and B course to earn high school credit. World languages grades earned at Roberto Clemente Middle School will appear on the high school transcripts.**

### **Middle School French or Spanish Level 1A/1B - 7**

Students begin to learn to communicate orally and in written form about daily life. Emphasis is on vocabulary development, simple grammatical structures, and the basic culture of the people. Students are encouraged to use the language beyond the school setting and keep informed of current events in countries where the target language is spoken. **Students who successfully complete 1A/1B and pass the final exam earn 1 elective credit toward graduation.** NOTE: Level 1A and 1B may be offered in middle school as full-year courses.

### **Middle School French or Spanish Level 2A/2B - 7**

Students expand their vocabulary and learn increasingly complex expressions and structures for written and oral communication to discuss the past. The culture of the people is examined in greater depth. Students continue to make comparisons between the language and culture studied. They are encouraged to use the language beyond the school setting and keep informed of current events in countries where the target language is spoken. **Students who successfully complete the full year of level 2 and pass the final exam earn 1 elective credit toward graduation.**

## **Physical Education /Health 7**

The middle school physical education program focuses on health-related fitness, movement skills and concepts, and personal and social responsibility. Each physical education unit challenges students to better understand the development and implementation of long-term fitness and physical activity goals, the application of tactics and movement skills in physical activities and sport, and the relationship between teamwork and achievement. The learning tasks in physical education emphasize and teach problem-solving and decision-making skills. Students are challenged to utilize strategies that deepen understanding and promote self-efficacy in learning concepts of movement, fitness, and responsibility.

Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The life skills emphasized throughout the program include setting goals; making decisions; identifying beliefs, attitudes, and motivations; assessing information; and advocating for personal, family, and community health. Comprehensive health education includes the following seven units: mental and emotional health; tobacco, alcohol, and other drugs; nutrition and fitness; safety and injury prevention; family life and human sexuality; and disease prevention and control.

Parents of Grade 7 students will receive information about the family life and human sexuality unit and the disease prevention and control unit of instruction prior to the start of classroom instruction. The disease unit includes information

about sexually transmitted diseases and infections, including HIV/AIDS. Parents must sign a permission form checking “Yes” for their child to participate in these units of instruction. Parents who object to the content of this instruction will check “No” on the parent permission form and the child will be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education that does not include information about human sexuality or disease prevention, including HIV/AIDS.

## Electives 7

Students entering 7<sup>th</sup> 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; Computer Applications; Music Investigation; and Lights, Camera, Film Literacy!. Courses offered are dependent on staffing and student interest. Students who are in one of the Magnet programs will be assigned a Magnet Elective class and will also select either a Pathway Elective or a World Languages (Spanish or French) class.

**Magnet Humanities Media 7** – 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

**Magnet Math/Sci. Computer Science 7** - 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.

## Engineering Pathway

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

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

## Exploration Pathways

**Art 7** (*Semester*)

Students identify and create artworks that communicate universal themes about people, events, and values that unite communities. Students make interdisciplinary connections between art and other subject areas as they investigate the arts and crafts of other cultures. They use art elements and design principles to compose personal artworks from observation or imagination. Using art vocabulary, they establish and apply criteria for talking about art and making aesthetic judgments. Students are taught safe practices in an art room and the proper use of art equipment, tools, and materials.

**Music Investigation: Digital Music 1** (*Semester*)

Digital Music 1 offers authentic experiences in music which demonstrates the relationship between music and technology, and experiences relating to the music industry. Students will study music theory and identify music notation symbols, rhythm patterns, and demonstrate the use of music vocabulary. Students will describe the elements of music and develop evaluative criteria appropriate for observing performances and listening to music. Students will perform keyboard skill at a Level 2, compose music using notation software, apply the basic elements of music to songwriting techniques, and arrange and compose original songs using the Garageband and Sibelius software. They will demonstrate and apply knowledge of music theory, styles, and form.

**Computer Applications 2** (*Semester*)

Computer Applications 2 (CA2) provides students with active learning experiences related to the productive use of computer-based applications. Students use word processing, spreadsheet presentation,, programming, and research skills

to complete authentic projects. This course focuses on the selection and use of appropriate technology tools and resources to accomplish a variety of tasks and solve problems. CA2 builds and expands upon CA1 learning. New software is introduced.

### **Lights, Camera, Film Literacy! (LCFL!) (Semester)**

This course offers a study of film and film history as the core for teaching more advanced literacy skills. Students learn the physics and history of motion pictures, as well as how to apply filmmaking techniques to their own visual communications. Students read two novels as well as shorter written text selections and screenplays. The eight units include: How Movies Got their Start, Silent Narrative Films, Early Talkies, Early Color, Genre Classics: The Golden Age of Hollywood, Classic Adaptations: The golden Age of Hollywood and Beyond, Documentaries, Animation, and The Business of Film and Film Festivals. The LCL! Course series is of high interest, allows for ease of differentiation, and addresses the visual, auditory, and kinaesthetic learner. The LCL! strand focus is on increasing literacy in both written and visual texts, authentic use of vocabulary, improving collaboration skills, building confidence and motivation, and providing opportunities for higher-level thinking. (*Completion of Lights, Camera, Literacy! is not required.*)

## **Music Pathways**

### **Show Choir 7/8 - A high level performing ensemble (Full Year)**

Building on the choral skills that have been learned in the Concert Choir, students will develop skills in tone production, vocal blending, part-singing, and reading musical notation. The Show Choir will perform songs in a variety of different contemporary styles and study the history of popular music and perform repertoire from a variety of decades and genres. 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 Show Choir performs on stage in evening concerts and attends the competitive Festivals at which judges rate their performance.

### **Intermediate Band 6/7 - Beginning Students (Full Year)**

This course is open to students who have played an instrument in elementary school or who wish to begin a serious study of a band instrument. 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, and instrument care and maintenance. Home practice is required for participation. Students perform at a variety of school concerts.

### **Advanced Band 7/8 - Minimum 3 years experience (Full year)**

Advanced Band is the competitive group that participates in MCPS County Festival and Music in the Parks competitions. In addition, students perform at a variety of school concerts. Certain members also participate in the Clemente Music Rocks! Touring Group. The band is primarily for seventh and eighth grade students who have been playing an instrument since elementary school and have participated in middle school band. Concert band students continue mastery of their instrument pertaining to range, tone, and rhythm as well as begin to develop advanced musical concepts of ensemble playing and exposure to a wider variety of repertoire. Playing in Advanced Band requires instructor approval. Students begin to assume leadership roles within the large performance ensemble. Home practice is required for participation. *Sixth grade students wishing to participate in Advanced Band may contact the instructor to set up an audition.*

### **Intermediate Orchestra 6/7- Beginning Students (Full Year)**

This course is open to 6<sup>th</sup> grade students who have played an instrument in elementary school or who wish to begin a serious study of a string instrument. 7<sup>th</sup> grade students wishing to learn a new instrument should obtain permission from the instructor. 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, and instrument care and maintenance. Home practice is required for participation. Students perform at a variety of school concerts.

### **Advanced Orchestra 7/8- Min. 3 years' experience (Full Year)**

The Advanced Orchestra is a competitive group. This class is primarily for 7<sup>th</sup> and 8<sup>th</sup> grade students who have been playing an instrument since elementary school and have participated in the middle school strings program for a total of approximately three years. Students in this competitive orchestra have further opportunities to develop technical

proficiency and to improve rehearsal techniques. There is a focus on a wider range of dynamics, style, bowing, vibrato, and musical knowledge, as well as the study of harmony and ear training. 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. The Advanced Orchestra competes at the MCPS District II Orchestra Festival competition and Music in the Parks as well as participates in a variety of school concerts. Permission from the instructor is necessary and home practice is required for participation. *Incoming 6<sup>th</sup> grade advanced students may arrange an audition with the instructor for participation.*

### **Guitar 6/7** (*Full Year*)

Students will learn beginning guitar technique, including chords, strumming, finger picking, scales, notation and tablature reading. Emphasis is placed on teaching students to play together to a steady beat to prepare them for moving into an ensemble class, such as Rock Band. Music theory and historical perspective are studied as they relate to guitar performance. This course is open to all students regardless of music background. Although a school instrument is provided, practice at home is important, so students are encouraged to have their own guitar in order to practice outside of class.

### **Rock Band I (7/8)** (*Full Year*)

This course is open to seventh 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. Students with experience on these instruments should contact the instructor to pursue eligibility. 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, an equal number of students on each instrument is necessary, so instruments are assigned based on the needs of the class.. Permission from the instructor is required, and home practice is essential.





## Course Descriptions Grade 8

### English 8

**English 8** -This course integrates the five English/ language arts processes (reading, writing, listening, speaking, and viewing) and the two contents (language and literature) in a thematic organization of four units. It builds on students' experiences in English 6 and 7 and involves greater rigor and challenge in instruction. There is also an increasing complexity in the material selected as the foundation for the study of English as students prepare for the high school experience and the Maryland State Department of Education's High School Assessment (HSA). This rigor may be further extended in the William and Mary language arts program (see page 4) in the Utopia unit. Students in English 8 examine language and literature in the context of exploring the world and new ideas.

Teachers will implement the curriculum through the following thematic units:

UNIT 1: JOURNEYS

UNIT 2: COMMUNITY

UNIT 3: RESPONSIBILITY

UNIT 4: DISCOVERIES

Students read, analyze, and study different genres related to each of the themes and complete required common tasks. Anchor texts include multicultural, contemporary, and classic titles. The common tasks focus primarily on the writing process for four types of writing—textual analysis, argument, research and synthesis, creative and reflective—and they include the use of information, word processing, and presentation technology to address a variety of language skills. Students are given opportunities to present their work both orally and with the use of technology.

Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills. English 8 prepares students—through activities integrated into each thematic unit—for county, state, and national assessments.

### Advanced English A/B 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. Since students may not be able to retake Advanced English, high school credit for this course will only be awarded based on the following:

- Students must pass the examination at the end of the second semester and must earn a final grade of A or B in each semester to be awarded high school credit.
- Students who do not earn an A or B in the course will not receive high school credit and their grades will not count toward their high school grade point averages—the course will not be reported on the high school transcript.

**Magnet Humanities English 8-** 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.

## Reading 8

**Reading 8-** The Reading 8 curriculum is an intervention course that develops and extends the reading strategies framed in previous reading and content courses. This curriculum is primarily designed for readers who experience difficulty comprehending grade-level material and who wish to improve their reading comprehension of expository text as they prepare for the demands of high school. Students will spend time understanding their personal learning style and adapting the strategies that will help them most in the comprehension, enjoyment, and extension of reading to their other content classes. Students will apply research-based reading strategies as they read for information on a variety of topics in order to identify their own interests and strengths, as well as to identify areas of study and careers they may wish to pursue in the future. Students will conduct research using electronic and traditional texts to develop their ability to understand and evaluate the demanding expository texts they will encounter in high school. Read 180 is another intervention that supports the performance of students who are reading below the proficient level. This program is implemented in selected schools.

**Read 180-** Read 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below grade level. The program directly addresses the needs of struggling readers through differentiated instruction, adaptive software, background knowledge building video, instructional software, high-interest literature, and explicit instruction in reading, writing, and vocabulary skills. After the initial whole group direct instruction lesson, students rotate in small groups to different stations that include individualized instructional software, audio books for modelled reading, and paperback books for independent reading, and small group instruction with the teacher. Progress monitoring is embedded in the program.

**Corrective Reading-** Corrective Reading is a core program focusing on decoding skills that have been demonstrated through research studies to be effective in improving student performance. All words, skills, and decoding strategies are taught through direct instruction. This method is the most efficient for communicating with the students, for evaluating their performance on a moment-to-moment basis, and for achieving student mastery.

## Mathematics 8

Algebra Prep - This course is for students who have completed the kindergarten to Grade 7 mathematics curriculum. Students in this course will take Algebra 1 the following year. Units of study include the following:

### UNIT 1: REAL NUMBERS

Students' understanding of numbers extends to include rational and irrational numbers in the real number system. One goal is to have all students develop computational fluency of real numbers.

### UNIT 2: STATISTICS AND PROBABILITY

Students examine the purposeful use of statistical information and are required to reason about the intent behind the construction of data displays. They design and explore probability experiments and simulations.

### UNIT 3: ALGEBRA

Students focus on the exploration of multiple representations of relations and functions. They begin to formalize their understanding of the conceptual, pictorial, and symbolic representations of functional relationships.

### UNIT 4: GEOMETRY AND MEASUREMENT

Students deepen their understanding of geometric properties and relationships between two- and three-dimensional figures.

**Algebra 1A/B** – Algebra 1 is the first high school credit-bearing mathematics course. Students who successfully complete both semesters and pass the semester B final exam earn 1 Algebra Mathematics credit toward graduation. Students successful in this course will take Honors Geometry the following year. Units of study include the following:

### UNIT 1: EQUATIONS AND INEQUALITIES IN A SINGLE VARIABLE

### UNIT 2: INTRODUCTION TO FUNCTIONS

UNIT 3: LINEAR EQUATIONS AND INEQUALITIES IN TWO VARIABLES

UNIT 4: SYSTEMS OF EQUATIONS AND INEQUALITIES

UNIT 5: DATA ANALYSIS AND PROBABILITY

UNIT 6: EXPONENTS AND POLYNOMIALS

UNIT 7: QUADRATIC AND EXPONENTIAL FUNCTIONS UNIT 1: EQUATIONS AND INEQUALITIES IN A SINGLE VARIABLE

**Honors Geometry** – Honors Geometry is a high school credit-bearing mathematics course. Students who successfully complete both semesters and pass the semester B final exam earn 1 Geometry Mathematics credit toward graduation. Students successful in this course will take Honors Algebra 2 the following year. Units of study include the following: Honors Geometry is a high school credit-bearing mathematics course. Students who successfully complete both semesters and pass the semester B final exam earn 1 Geometry Mathematics credit toward graduation. Students successful in this course will take Honors Algebra 2 the following year. Units of study include the following:

UNIT 1: FOUNDATIONS OF GEOMETRY

UNIT 2: REASONING IN GEOMETRY

UNIT 3: POLYGONS

UNIT 4: CONGRUENCE

UNIT 5: INDIRECT MEASUREMENT

UNIT 6: THREE DIMENSIONAL GEOMETRY AND MEASUREMENT

UNIT 7: SIMILARITY

UNIT 8: CIRCLES

UNIT 9: TRIGONOMETRY

**Magnet Math/Sci. Geometry** - 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 the year final exam in order to receive high school credit.**

**Algebra 2/Honors Algebra 2** – Honors Algebra 2 is a high school credit bearing mathematics course Students who successfully complete both semesters and pass the semester B final exam earn 1 Mathematics credit toward graduation. Students successful in this course will take Honors Pre-Calculus the following year. Units of study include the following:

UNIT 1: EQUATIONS AND FUNCTIONS

UNIT 2: LINEAR SYSTEMS AND MATRICES

UNIT 3: POLYNOMIAL FUNCTIONS

UNIT 4: SEQUENCES AND SERIES

UNIT 5: POWER AND RADICAL FUNCTIONS

UNIT 6: EXPONENTIAL AND LOGARITHMIC FUNCTIONS

UNIT 7: RATIONAL FUNCTIONS

UNIT 8: CONIC SECTIONS

**Students must successfully complete the course and pass the end of the year final exam in order to receive high school credit.**

**Precalculus/Honors Precalculus** (*offered at the high school*) - This course completes the formal study of the elementary functions begun in Algebra 1 and Algebra 2. Students focus on the use of technology, modeling, and problem solving. Functions studied include polynomial, exponential, logarithmic, rational, radical, piece-wise, and trigonometric and circular functions and their inverses. Parametric equations, vectors, and infinite sequences and series are also studied. **Students must successfully complete the course and pass the end of the year final exam in order to receive high school credit.**

## Science 8

The middle school science program allows students to investigate both the concepts and process skills of science. At each grade level, topics in earth science, biology, chemistry, and physics are interconnected to show students the relationships that exist between the sciences and the natural world. 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. The middle school science program was developed through a National Science Foundation grant and reflects the Maryland and National Science Content Standards. High expectations and differentiated instruction allow all students a challenging and engaging access to science.

**Investigations in Earth Space Systems 8** –This course emphasizes the dynamic processes of systems on and inside the Earth and its surrounding space environment. Topics include the interrelated systems—hydrosphere, cryosphere, geosphere, biosphere, and atmosphere. This course has been designed to continue to engage students in problem-/project-based instruction as established in Investigations in Science 6 and Investigations in Science 7. Additionally, principles of science-technology-engineering-math (STEM) instruction will be integrated to fully engage students in critical thinking and the pursuit of solutions to identified problems.

**Magnet Math/Sci. Science 8** - 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.

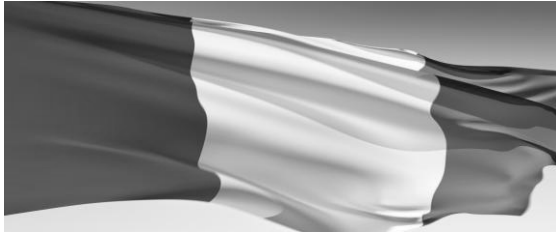


## US History 8

**Advanced US History 8** -The 8<sup>th</sup> grade U.S. History curriculum begins with a study of the American Revolution. Unit 1 is Democracy, and the Political System of the People 1763-1783. In Unit 2, Creating a National Political System and Culture, students learn about important values and documents that shape the American identity. During Unit 3, titled Geographic and Economic Change Shape the Nation, students learn about territorial expansion and its cost and benefits to our people. In Unit 4, A Nation Divided and Rebuilt, students study the Civil War and Reconstruction eras.

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.

**Magnet Humanities US History 8** - 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 study the US 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.



## World Languages

The goal of the Montgomery County Public Schools' World Languages 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 world languages for meaningful communication in both spoken and written form. The world languages program emphasizes language as it is used in real-life situations that students are most likely to encounter. Through world languages 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.

### **Full Year Middle School French or Spanish Level 1B-8**

This course is for students who have successfully completed French or Spanish 1A in grade 6 or 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 or Spanish daily and participate in dialogue and oral activities.

### **Middle School French or Spanish 1A/1B-8**

This course combines French or Spanish 1A and 1B in one year as it is offered in high school. All world languages 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. Students are required to pass the course and the county high school level exam at the end of each A and B course to earn high school credit. World languages grades earned at Roberto Clemente Middle School will appear on high school transcripts.

### **Middle School French or Spanish 2A/2B-8**

This course is for students who have successfully completed French or Spanish 1A and 1B. These two semester courses center on French or 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; 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.

### **Honors French or Spanish 3A/3B-8**

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 8

The middle school physical education program focuses on health-related fitness, movement skills and concepts, and personal and social responsibility. Each physical education unit challenges students to adhere to their personalized fitness and practice plans, apply strategic movement concepts in game settings, and engage in collaborative activities that foster a sense of membership and affiliation.

Comprehensive Health Education promotes positive health related attitudes and behaviours that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The life skills emphasized throughout the program include setting goals; making decisions; identifying beliefs, attitudes, and motivations; assessing information; and advocating for personal, family and community health. Parents of grade 8 students will receive information about the family life and human sexuality unit and the disease-prevention and control unit of instruction prior to the start of classroom instruction. Information about teen pregnancy prevention and sexually transmitted diseases is included in grade 8 health education. Parents must sign a permission form checking “Yes” for their child to participate in these units of instruction. Parents who object to the content of this instruction will check “No” on the parent permission form and the child will be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education that does not include information about human sexuality or disease prevention, including HIV/AIDS.

## Electives 8

**The school reserves the right to change the elective courses as staffing needs require.** Students are encouraged to make a first, second and third choice on their registration cards.

**Magnet Humanities Media Production 8** - 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.

**Magnet Math/Sci. Computer Science 8** - 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.

## Engineering Pathway

### **Introduction to Engineering Design A/B (IED) 8** (*Full year*)

This high-school level course is for Grade 8 students who have successfully completed Applied Robotic Engineering with Computer-Aided Drafting and Design. Students develop a design after using computer software to produce, analyse, and evaluate models of projects and solutions. Students study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual design into reproducible products. Students who successfully complete both semesters and pass the semester B final exam earn 1 technology credit toward graduation.

## Exploration Pathways

### **Art 8** – (*Semester*)

Students identify and create artworks that explore universal themes connecting artists across time and recognize that artists are storytellers, recorders, designers, interpreters, inventors, messengers, planners, teachers, and pioneers. Through art production and investigation, students will increase their understanding of why people create art and develop an appreciation of different cultural and individual artist styles. Students learn to appreciate the uniqueness of individual artwork. Students work in two and three dimensional media, including drawing, painting, and sculpture. Units in ceramics, printmaking, graphic design, and architecture may be explored. Art careers and the role of artists and designer in society are discussed. Craftsmanship, the safe use of tools and materials, and art room safety practices are emphasized.

**Music Investigation: Digital Music 2 -8 (Semester)** Digital Music 2 offers authentic experiences in music which demonstrates the relationship between music and technology, and experiences relating to the music industry. Students will study music theory and identify music notation symbols, rhythm patterns, and demonstrate the use of music vocabulary. Students will describe the elements of music and develop evaluative criteria appropriate for observing performances and listening to music. Students will perform keyboard skill at a Level 3, compose music using notation software, apply the basic elements of music to songwriting techniques, and arrange and compose original songs using the Garageband and Sibelius software. They will demonstrate and apply knowledge of music theory, styles and form. *Advanced 7<sup>th</sup> grade students may participate with permission from the instructor.*

**Multimedia and Visual communications -8 (Semester)**

This course focuses on incorporating the elements of text, image sound, speech, video, and computer programming in Web-based applications. Students will explore the roles of current digital technologies in communication. Students will use these technologies to enhance information, resulting in effective communication through interactive projects. Course outcomes are based on national and state technology standards such as the International Society for Technology in Education, the National Workforce Center for Emerging Technologies, and the Maryland State Technology Literacy Standards.

**Lights, Camera, Media Literacy! 8 - (Semester) (Completion of “Lights, Camera, Film Literacy!” in 7<sup>th</sup> grade is not required.)**

This course offers a study of media, its history, and basic physics as the core for teaching even more advanced literacy skills. Lights, Camera Media Literacy! presents a timeline of media with focus on the history and physics of communication from the earliest times via storytelling by troubadours and griots to today’s mass media world. The units include Storytelling, The printing Press, Newspapers & Print Advertising, Photography & Film, Radio, Television, Computers and the Internet and Media o & Our World. Students develop related multimedia projects within each of these units. The LCL! course series is of high interest, allows for ease of differentiation, and addresses the visual, auditory, and kinaesthetic learner. The LCL! strand focus is on increasing literacy in both written and visual texts, authentic use of vocabulary, improving collaboration skills, building confidence and motivation, and providing opportunities for higher-level thinking.

## Music Pathways

**Touring Choir 7/8 – (auditioned) (Full Year)**

Building on the choral skills that have been learned in the sixth and seventh 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.

**Advanced Band 7/8– Minimum 3 years’ experience (Full Year)**

Advanced Band is the competitive group that participates in MCPS County Festival and Music in the Parks Competition. In addition, students perform at a variety of school concerts. Certain members also participate in the Clemente Music Rocks! Touring Group. The band is primarily for seventh and eighth grade students who have been playing an instrument since elementary school and have participated in middle school band. Concert band students continue mastery of their instrument pertaining to range, tone, and rhythm as well as begin to develop advanced musical concepts of ensemble playing and exposure to a wider variety of repertoire. Playing in Concert Band requires instructor approval. Students begin to assume leadership roles within the large performance ensemble. Home practice is required for participation. *Sixth grade students wishing to participate in Advanced Band may contact the instructor to set up an audition.*



### **Advanced Orchestra 7/8** *Min.3 years' experience (Full Year)*

Advanced Orchestra is a competitive group. This class is primarily for 7<sup>th</sup> and 8<sup>th</sup> grade students who have been playing an instrument since elementary school and have participated in the middle school strings program for a total of approximately three years. Students in this competitive Orchestra have further opportunities to develop technical proficiency and to improve rehearsal techniques. There is a focus on a wider range of dynamics, style, bowing, vibrato, and musical knowledge, as well as the study of harmony and ear training. 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 Advanced orchestra competes at the MCPS District II Orchestra Festival competition and Music in the Parks as well as participates in a variety of school concerts. Permission from the instructor is necessary and home practice is required for participation. *Incoming 6<sup>th</sup> grade advanced students may arrange an audition with the instructor for participation.*

### **Rock Band 1 7/8** *(Full Year)*

This course is open to seventh 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. Students with experience on these instruments should contact the instructor to pursue eligibility. 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, an equal number of students on each instrument is necessary, so instruments are assigned based on the needs of the class.. Permission from the instructor is required, and home practice is essential.

### **Rock Band 2 7/8 (auditioned)** *(Full Year)*

Rock Band 2 is an advanced class for students who have two-three years of playing experience on guitar, bass, drums, or keyboard, have completed Rock Band 1, or have advanced skills required to participate. This class also studies the history of popular music and performs advanced repertoire from a variety of decades and genres. Additionally, students master advanced performance and recording techniques, improvisation, arranging and composition of original material. Students in Rock Band 2 participate as part of the Clemente Music Rocks!: Traveling Tour. Incoming 6<sup>th</sup> grade students who play a rock instrument may arrange an audition with the instructor for participation.





**Cover photo by RCMS teacher, John Stewart**

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