

February 2012

Dear Parents/Guardian:

This booklet is designed to give you an overview of the three year instructional program at Herbert Hoover Middle School. It contains information on Montgomery County Middle School Policy, interdisciplinary team structure, accelerated classes, and support services for students with special needs. The school counselors will give all students the registration forms for the upcoming school year. We suggest that you keep this booklet as a reference.

We are very proud of our comprehensive program with its emphasis on the total child. Our instructional teams will work with you to assure that your children are challenged and nurtured throughout their three years at Hoover.

If you have any questions, please contact our guidance office at 301-770-8021.

Sincerely,

Billie-Jean Bensen  
Principal

Excerpts from the Montgomery County Public Schools' policy on middle school education are included as background information to help explain the structure and instructional program of Hoover Middle School. One of the primary purposes of the policy is to ensure that middle schools provide strong emphasis on academic achievement and focus on the intellectual, social, emotional, and physical growth of students in their middle learning years. Hoover Middle School works diligently with staff, parents, and students to fully implement the policy.

## **Philosophy**

Each student has a unique combination of abilities and talents, learning rates and styles, hopes and dreams, and problems and fears. The rapid physical change in early adolescence creates great diversity and variability in cognitive functioning and personality development.

Middle school education will address the unique needs and characteristics of emerging adolescents in grades six through eight. It is designed to enable all students to make better sense of their world.

Middle school education will prepare students academically for high school and for eventual full participation in their communities. All students will have the opportunity to reach their academic potential, to learn higher order thinking skills, and to develop the abilities to find and analyze information, pose problems and seek solutions, persevere, collaborate, and take responsibility for their own learning.

## **Curriculum**

The middle school curriculum addresses questions young adolescents have about themselves and the world around them and questions posed to them by the world in which they live. It addresses the needs of all students. Both curriculum content and methodology relate to the interests and needs of young adolescents. They emphasize both product and process. The MCPS approved curriculum forms the framework upon which the Hoover instructional program is built.

Middle school is also a time for exploration. Students engage in a variety of experiences and have opportunities to explore a range of courses. Required and exploratory courses provide opportunities for students to develop personal attributes such as self-esteem, responsibility, integrity, pride in achievements, as well as problem-solving, decision-making, study, and thinking skills.

## **Interdisciplinary Team**

At Hoover the teaching staff is organized into interdisciplinary grade level teams. English, reading, mathematics, social studies, science, and foreign language teachers are represented. The grade level teams plan and provide for the daily instructional program. Each team has a leader or IRT (interdisciplinary resource teacher). Each grade level has an assigned administrator and counselor. Arts and physical education teachers provide instruction for all students across teams.

The team provides a coordinated support and reinforcement program designed to address individual student needs and assessment measures. Support programs such as peer tutoring, mentoring, after-school tutoring, and extended day academic classes are designed to improve overall student performance. Self-esteem for every student is promoted through activities that enable students to develop skills in goal-setting, problem-solving, conflict resolution, leadership, and organization. These programs provide positive reinforcement for students. Teams also conduct activities that reward, praise, and recognize student efforts.

## **Support Services For Students**

Depending on the programs and the needs of students, support services may be given directly in the classroom, individually, or in small groups. The teacher specialists confer regularly with the grade level and arts teams to ensure a consistent and integrated approach to meeting the needs of these students.

The specialists provide services in the following areas:

- Special Education
- Speech Language
- ESOL (English for Speakers of Other Languages)

## **THE FOLLOWING INFORMATION DESCRIBES THE MCPS CURRICULUM AREAS THAT WILL BE ADDRESSED AT EACH GRADE LEVEL.**

### **English**

#### **Grade 6**

In this course, students examine the communication processes of reading, writing, speaking, listening, and viewing through their study of language and literature. This course is organized into four thematic units: **Foundations, Adventures, Challenges and Barriers, and Choices**. Students read, discuss, and analyze multicultural, contemporary, and classic titles related to each theme, including *Maniac Magee*, *The View from Saturday*, *Where the Red Fern Grows*, *The True Confessions of Charlotte Doyle*, *Around the World in Eighty Days*, *A Wrinkle in Time*, *White Mountains*, *Belle Prater's Boy*, *Banner in the Sky*, *Mrs. Frisby and the Rats of NIMH*, *The Ear*, *The Eye*, and *The Arm*, and selections from *The Language of Literature* and *Junior Great Books*.

Students complete the required common tasks or products that are designed to be useful as instructional and formative assessment tools. Many common tasks focus on the writing process where students use critical and creative thinking to interact with text, information, ideas, and each other. They have opportunities to display their critical thinking and creative work through art, poetry, oral presentations, and technology. All students create their middle school portfolios to showcase their work; they revisit their portfolios during the year to reflect on their progress and to collaborate with their teachers.

Students learn to use binders, assignment books, and calendars effectively. They receive instruction on specific study skills through note-taking, skimming, and outlining; they also develop their critical thinking skills by summarizing, comparing, interpreting, and evaluating. Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit. Students prepare for formal county and state assessments, including the Maryland School Assessment, through activities integrated into each thematic unit.

#### **Grade 7**

This course builds on the students' experiences of reading, writing, speaking, listening, and viewing in English 6 and involves greater rigor and challenge in its approach to the study of English. It is organized into four thematic units: **Identity, Sense of Place, Voices from the Past, and Creativity**. Students read, discuss, and analyze multicultural, contemporary, and classic titles related to each theme, including *The Adventures of Tom Sawyer*, *The Great Gilly Hopkins*, *Call of the Wild*, *Anne Frank: The Diary of a Young Girl*, *A Midsummer Night's Dream*, and selections from *The Language of Literature* and *Junior Great Books*.

Students complete the required common tasks or products that are designed to be useful as instructional and formative assessment tools. Many common tasks focus on the writing process where students use critical and creative thinking to interact with text, information, ideas, and each other. They have opportunities to present their work through oral presentations and technology. All students continue to develop their middle school portfolios to showcase their work; they revisit their portfolios during the year to reflect on their progress and to collaborate with their teachers.

Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit. Students prepare for formal county and state assessments, including the Maryland School Assessment, through activities integrated into each thematic unit.

## **Grade 8**

This course builds on the students' experiences of reading, writing, speaking, listening, and viewing in English 6 and 7 and involves greater rigor and challenge in instruction. It is organized into four thematic units: **Journeys, Community, Responsibility, and Discoveries**. Students read, discuss, and analyze multicultural, contemporary, and classic titles related to each theme, including *Canyons*, *The Pearl*, *Animal Farm*, *The Giver*, *Twelve Angry Men*, *Roll of Thunder, Hear My Cry*, and *As You Like It*, and selections from *The Language of Literature* and *Junior Great Books*. These increasingly complex materials prepare students for their high school study of English and the English I High School Assessment.

Students complete the required common tasks or products that are designed to be useful as instructional and formative assessment tools. Many common tasks focus on the writing process where students use critical and creative thinking to interact with text, information, ideas, and each other. They have opportunities to present their work through oral presentations and technology. All students continue to develop their middle school portfolios to showcase their work; they revisit their portfolios during the year to reflect on their progress and to collaborate with their teachers.

Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit. Through activities integrated into each thematic unit, students prepare for formal county and state assessments, including the Maryland School Assessment and English I High School assessment.

## **English For Speakers Of Other Languages (ESOL) – Grades 6, 7 & 8**

Student placement in ESOL classes is determined by the Residency and International Admissions Office of Montgomery County Public Schools. These classes are designed for students with limited proficiency in understanding, speaking, reading, or writing English. This special instruction in English is given until the students are ready to be mainstreamed into the regular English program. Additionally, students receive orientation designed to allow them to explore American and world cultures as well as to prepare them for the American educational system.

# **Reading**

## **Grade 6**

This reading course follows four thematic units: Foundations, Mythology, Triumphs, and the Newspaper. The curriculum focuses on refining and extending reading strategies and vocabulary skills through MCPS-selected texts and individual reading choices. Students learn to personalize effective comprehension strategies by reading more complex and challenging expository and narrative texts. Comprehension beyond the literal level is a key focus of this course and is assessed in two ways. First, it is assessed when students identify the correct answers to selected response questions; and second, when they write responses to questions that demonstrate understanding of the text. The Reading 6 class prepares students for the demands of middle and high school courses and assessments.

## **Grade 7**

This course extends the reading strategies presented in previous reading courses. The curriculum is designed for readers who have a foundation in decoding skills and experience difficulty comprehending grade-level material. The goal of this course is to build reading comprehension of expository texts, including periodicals, trade books, textbooks, and reference materials, that students will encounter in their content classes. Students learn research-based reading strategies and apply them to the content texts of science, social studies, English, and mathematics. Students work with increasingly more difficult material as they become more independent and efficient readers.

## **Grade 8**

This course extends the reading strategies presented in previous reading courses and content areas. The curriculum is designed for readers who experience difficulty comprehending grade-level material. Students apply research-based reading strategies as they read for information on a variety of topics to identify their own interests and strengths, and the 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 that they will encounter in high school.

## **World Language**

*(Note: Final decisions about the specific offerings will depend on student registration and staffing allocation.)*

The MCPS world language program is based on the five goals of language learning – Communications, Cultures, Connections, Comparisons, and Communities, as defined by the National Standards for Language Learning. Hoover’s program emphasizes using language as it is used in real life situations. Students will learn to use Chinese, French, or Spanish for meaningful spoken and written communication. Also, they will develop sensitivity to the culture and linguistic heritage of other groups and an understanding of their influence on American culture. Finally, they will relate the content that they are learning in other academic areas to the content in their world language classes.

**High School Credit** is granted to middle school students who successfully complete high school level world language courses while in middle school. Students must successfully complete county mandated exams at the end of each course. Spanish, French, and most Chinese exams are identical to the exams administered to high school students.

- **ONE CREDIT COURSES:** Semester mandated exams are administered in January and in June to students enrolled in Chinese Immersion and world language 1A/B, 2A/B, and 3A/B courses. Each exam counts as 25% of each semester’s final grade. Final semester grades will be automatically recorded on transcripts when students enter high school and be factored into the student’s grade point average (GPA). It is necessary to successfully complete both semesters in order to receive 1.0 units of high school credit.
- **HALF CREDIT COURSES:** One final exam is administered in June to students enrolled in world language 1A or 1B courses. The exam counts as 25% of the final course grade. Final grades will be automatically recorded on transcripts when students enter high school and be factored into the student’s grade point average (GPA). It is necessary to successfully complete the course and pass the June exam to receive 0.5 units of high school credit.

**PLACEMENT** into 2A/B and 3A/B world language courses is possible for students who have not taken the previous level course.

### **Chinese 1A (0.5 credit per year)**

This full-year course is designed to provide a slower-paced introduction for students new to the study of Chinese. Students learn to communicate orally and in written form about a variety of topics. Emphasis is on vocabulary development, basic grammatical structures, and acquiring knowledge related to the culture of the people. This is the recommended course for students beginning the study of Chinese.

The **three** thematic units for the year include:

**Welcome to Chinese Class, Getting Acquainted, and Classroom.**

### **Chinese 1A/B (0.5 credit per semester for a total of 1.0 high-school credit for the year)**

This course is intended for Chinese heritage speakers. Students expand their knowledge of vocabulary and learn increasingly complex expressions and grammatical structures for written and oral communication on a variety of topics. The culture of the people is examined in greater depth. Emphasis is on using the language in the classroom and beyond the school setting.

The **three** thematic units of study in 1A (semester 1) include:  
**Welcome to Chinese Class, Getting Acquainted, and Classroom.**

The **three** thematic units of study in 1B (semester 2) include:  
**Family, Daily Routines, and Food Preferences.**

**Chinese Immersion 1 (Limited Participation) (0.5 credit per semester for a total of 1.0 high-school credit for the year)**

**Sixth grade students enrolled in this program have successfully completed the Potomac Elementary School or College Gardens Elementary School Chinese Immersion Program.** Students learn to communicate orally and in written form about a variety of topics. Emphasis is on vocabulary development, grammatical structures, and acquiring knowledge related to the culture of the people.

The **four** thematic units of study in semester 1 include:  
**Getting Acquainted, Family, Classroom, and Calendar.**

The **four** thematic units of study in semester 2 include:  
**Chinese Money, My School, Daily Routines, and Food Preferences.**

**Chinese 2A/B (0.5 credit per semester for a total of 1.0 high-school credit for the year)**

Students expand their knowledge of vocabulary and learn increasingly complex expressions and grammatical structures for written and oral communication on a variety of topics. The culture of the people is examined in greater depth. Emphasis is on using the language in the classroom and beyond the school setting.

The **three** thematic units of study in 2A (semester 1) include:  
**The People Around Me, Occupations, and Wellness.**

The **three** thematic units of study in 2B (semester 2) include:  
**Festivals and Celebrations, School, and Restaurant Experiences.**

**Chinese 3A/B (0.5 credit per semester for a total of 1.0 high school credit for the year)**

Students continue to build on previously-developed skills while expanding their ability to communicate on a variety of topics. Grammatical accuracy is stressed. Students expand their knowledge of vocabulary and learn increasingly complex expressions and grammatical structures for written and oral communication. The culture of the people is examined in the target language. Emphasis is on using the language in the classroom and beyond the school setting.

The **three** thematic units of study in 3A (semester 1) include:  
**House, Pastimes and Weather, and Clothing and Shopping.**

The **three** thematic units of study in 3B (semester 2) include:  
**Community, Transportation, and Travel.**

**French 1A/B (0.5 credit per semester for a total of 1.0 high school credit for the year)**

Students learn to communicate orally and in written form about a variety of topics. Emphasis is on vocabulary development, basic grammatical structures, and acquiring knowledge related to the culture of the people.

The **five** thematic units of study in 1A (semester 1) include:

**Nice to Meet You, In the Classroom, Activities, My Friends and Me, and At School.**

The **five** thematic units of study in 1B (semester 2) include:

**Family, In the Neighborhood, Meals, Clothing, and Travel.**

**French 2A/B (0.5 credit per semester for a total of 1.0 high school credit for the year)**

Students expand their knowledge of vocabulary and learn increasingly complex expressions and grammatical structures for written and oral communication on a variety of topics. The culture of the people is examined in greater depth. Emphasis is on using the language in the classroom and beyond the school setting.

The **four** thematic units of study in 2A (semester 1) include:

**Here I Am, Occupations, Pastimes, and At the Restaurant.**

The **four** thematic units of study in 2B (semester 2) include:

**School Life, At Home, Shopping, and Going On Vacation.**

**Spanish 1A/B (0.5 credit per semester for a total of 1.0 high-school credit for the year)**

Students learn to communicate orally and in written form about a variety of topics. Emphasis is on vocabulary development, basic grammatical structures, and acquiring knowledge related to the culture of the people. This is the recommended course for most students starting Spanish.

The **five** thematic units of study in 1A (semester 1) include:

**Welcome to Spanish Class, Getting Acquainted, School, Food, and Pastimes.**

The **four** thematic units of study in 1B (semester 2) include:

**Family, House, Clothing and Stores, and Travel.**

**Spanish 2A/B (0.5 credit per semester for a total of 1.0 high-school credit for the year)**

Students expand their knowledge of vocabulary and learn increasingly complex expressions and grammatical structures for written and oral communication on a variety of topics. The culture of the people is examined in greater depth. Emphasis is on using the language in the classroom and beyond the school setting.

The **five** thematic units of study in 2A (semester 1) include:

**Who Am I, School Life, Daily Routines and Chores, Shopping, and Community.**

The **five** thematic units of study in 2B (semester 2) include:

**When I Was Young, Natural Disasters and Emergencies, Injuries, Restaurant Experiences, and An Unforgettable Trip.**

**Spanish 1A (0.5 credit per year) (Grade 7 students only)**

This full-year course is designed to provide a slower-paced introduction to the study of Spanish. Students learn to communicate orally and in written form about a variety of topics. Emphasis is on vocabulary development, grammatical structures, and acquiring knowledge related to the culture of the people.

The **five** thematic units for the year include:

**Welcome to Spanish Class, Getting Acquainted, School, Food, and Pastimes.**

**Spanish 1B (0.5 credit per year) (Grade 8 students only)**

This full-year course is designed to continue a slower-paced introduction to the study of Spanish. Students learn to communicate orally and in written form about a variety of topics. Emphasis is on vocabulary development, grammatical structures, and acquiring knowledge related to the culture of the people.

The **five** thematic units for the year include:

**Family, House, Clothing and Stores, Community, and Travel.**

## **Mathematics**

In all mathematics courses, concepts and skills are presented in the context of real life problem solving that require reasoning, communication, and making connections. Students investigate concepts to extend their mathematical proficiency. All students take the Maryland State Assessment for math in March. Students can score at Advanced, Proficient, or Basic levels, and their scores are sent through the mail in August/September.

**Middle School Mathematics 6** is intended for all 6<sup>th</sup> grade students who have attempted and/or successfully completed the kindergarten through grade 5 mathematics learning indicators. Math 6 with Support is offered to students who need a different pace to assist them in being successful. The units of study for Math 6 and Math 6 with Support include:

- Unit 1 - Statistics
- Unit 2 - Fractions, Decimals, Measurement
- Unit 3 - Geometry
- Unit 4 - Algebraic Representation
- Unit 5 - Probability

This curriculum is designed to prepare as many students as possible for Algebra 1 by grade 8. Each unit includes formative and summative assessments that benchmark student progress and readiness for the next level mathematics course. If a student is enrolled in Math 6 in the 6<sup>th</sup> grade, that student should be ready for Algebra in the 8<sup>th</sup> grade.

**Middle School Mathematics 7** is intended for students who have successfully completed Middle School Mathematics 6 indicators. Math 7 with Support is offered to 7<sup>th</sup> grade students who need a different pace to assist them in being successful. The units of study for Math 7 and Math 7 with Support include:

- Unit 1 - Data Analysis
- Unit 2 - Algebraic Relationships
- Unit 3 - Geometric Relationships
- Unit 4 - Proportional Reasoning
- Unit 5 - Functional Relationships
- Unit 6 - Measurement

This curriculum is designed to prepare as many students as possible for Algebra 1 by grade 8. Each instructional unit includes formative and summative assessments that benchmark student progress as well as readiness for the next level mathematics course.

**Investigations into Mathematics (IM)** is intended for students who have successfully completed the outcomes of Middle School Math 6 and 7. This course is designed for students with exceptional talent in mathematics and is not offered after the 7<sup>th</sup> grade. The units of study include:

- Unit 1 – Statistical Applications and Set Theory
- Unit 2 – Real Number Systems
- Unit 3 – Investigation of Geometry
- Unit 4 – Patterns, Relations, and Functions
- Unit 5 – The Language of Algebra
- Unit 6 – Other Operational Systems
- Unit 7 - Probability

One of the goals of this class is to provide a theoretical view of the math world to students while preparing them for Algebra 1 Enriched. Students learn both concrete and abstract mathematical topics while improving their communication, thinking, and reasoning skills. This course provides a rich foundation for Algebra and honors classes in future years in high school. Semester exams are administered to all students. These exams count 25% of the second and fourth marking period grades. Each instructional unit includes formative and summative assessments that benchmark student progress as well as readiness for the next level mathematics course. Students who are successful in this course will take Algebra 1 Enriched the following year.

**Algebra Prep** is intended for 8th grade students who need additional preparation in order to be successful in Algebra 1 in 9<sup>th</sup> grade. The placement is based on the student's performance in Math 7 in the 7<sup>th</sup> grade. The units of study include:

- Unit 1 - Real Numbers
- Unit 2 - Statistics and Probability
- Unit 3 - Algebra
- Unit 4 - Geometry

Algebraic concepts introduced in the previous courses are reinforced and applied in new situations. Additional Algebra 1 indicators, especially those that are assessed on the Algebra High School Assessment, will be introduced. Each instructional unit includes formative and summative assessments that benchmark student progress as well as readiness for the next level mathematics course.

**Algebra 1** is a high school course offered at the middle school level. Three different levels of Algebra are offered: Algebra 1 with Support, Algebra 1, and Algebra 1 Enriched. All three courses are advanced classes, but students enrolled in Algebra 1 Enriched are responsible for topics that are added to each unit of study to enrich and extend the students' thinking and skills. These topics are integrated into various types of assessments that students complete during the year. The units of study in Algebra include:

- 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

Semester exams are administered to all Algebra 1 students. There is only one Algebra 1 exam, and the topics of enrichment are not included on the MCPS exam. The exam counts as 25% of the semester grade and appears on the student's report card. The two marking periods count 37 ½% each towards the semester grade. Each instructional unit includes formative and summative assessments that benchmark student progress as well as readiness for the next level mathematics course. Students must pass both Semesters and the June exam in order to successfully pass Algebra 1.

For students who successfully complete the two semesters and pass the final exam in June, high school credit will be awarded and the grade will be recorded automatically on their high school transcripts when students enter high school. No opportunity to remove the credit or grade will be provided unless students retake the course the following year. There is no "honors" credit for Algebra 1 in MCPS.

Students in this course take the state High School Assessment Test 1 for Mathematics, which includes both algebraic and statistical topics. In accordance with the Maryland high school

graduation regulations, students enrolled in Algebra 1 must pass the HSA in Algebra in order to graduate. If they do not pass, they will have opportunities to take the HSA again.

**Honors Geometry** is a high school class offered to students who have successfully completed Algebra 1 Enriched. This class continues the sequence of high school mathematics offered in the middle school. The units of study include:

- 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 (Honors)

Each instructional unit includes formative and summative assessments that benchmark student progress as well as readiness for the next level mathematics course. Semester exams are administered to all Honors Geometry students. The exam counts as 25% of the semester grade and appears on the student's report card. The two marking periods count 37 ½% each towards the semester grade. It is necessary to pass both semesters and the June exam in order to successfully pass Honors Geometry. Students who are successful in this course will receive honors credit on their high school transcript.

Students may retake the course and receive the higher grade as long as it is taken the next year. No other opportunity to remove the credit or grade will be provided.

## **Science**

### **Investigations in Science 6 (IS 6)**

IS 6 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 IS 6 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.

### **Investigations in Science 7 (IS 7)**

Like IS 6, IS 7 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 IS 7 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.

### **Investigations in Earth and Space Systems (IESS)**

Like IS6 and IS7, IESS 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 IESS center around topics related to astronomy, solar energy, fluid circulation, and the dynamic nature of Earth. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

## **Social Studies**

The goal of the MCPS Social Studies Program is to help create literate and well-informed citizens who actively participate in a democratic society. Social studies is the part of the school curriculum that employs the concepts, facts, generalizations, and skills of history and the social sciences to promote responsible citizenship. Through the study of history, past events and decisions are examined critically and assessed according to their importance for the present and future. Our social studies curriculum is a comprehensive study of our community, nation, and world, offering students the skills and knowledge to thrive in an increasingly complex society.

The middle school social studies curriculum is designed to provide students with a firm foundation in the structures and concepts of the systems of geography, economics, politics, and culture that exist in today's world as well as the historical basis of those systems. Included in this foundation are the requisite skills necessary for students to independently acquire, interpret, evaluate, and communicate information. In addition, advanced lessons teach students historical-thinking skills. This includes the ability of students to critically read and write in response to primary and secondary historical sources. This foundation is intended to best prepare students for the rigor of future high school coursework.

There are two major strands that run through all units in grades six through eight. The first strand is specific present-day content in geography, economics, political systems, or culture. The second strand is historical. The history strand progresses chronologically by unit from ancient history to approximately 1000 CE in grade six, early modern world history in grade seven, and U.S. history to 1865 in grade eight.

### **Advanced World Studies - Grade 6**

The goal of the social studies curriculum in grade six is to introduce students to ancient civilizations using a variety of skills and materials. Students gain knowledge of patterns of settlement and the components necessary for a civilization to develop. They trace the development of such early cultures as ancient Egypt, Greece, Rome, and China. The curriculum is divided into four units: Patterns of Settlement in the Ancient and Modern Worlds; Citizenship and Governance in Classical and Modern Times; The Impact of Economics in Ancient and Modern China; and Cultural Systems: The First Millennium and Today.

### **Advanced World Studies - Grade 7**

This course covers the foundations of modern history in Europe, Africa, and Latin America. This includes the ability of students to critically read and write in response to primary and secondary historical sources. The curriculum is divided into four units: The Foundations of Modern Political Systems: Europe in the Middle Ages; The Influence of Culture in Africa; Geography and Identity in Latin America; and The Impact of Economics: One World.

### **Advanced United States History - Grade 8**

The social studies curriculum for grade eight is designed to provide students with the foundation of principles, ideas, and concepts of American History. This is the first year of a two-year sequence of American History. In 8<sup>th</sup> grade, students study American History from colonization through Reconstruction. The 9<sup>th</sup> grade social studies curriculum continues focusing on American History beginning with a review of Reconstruction through present day events. At end of each semester, 8<sup>th</sup> grade students take an MCPS-developed semester exam. The curriculum is divided into four units: Democracy: Political System of the People 1763-1783; Creating a National Political System and Culture 1783-1815; Expanding Geography Challenges Sectional Economics 1815-1850; and A Nation Divided and Rebuilt 1850-1877.

## **Physical Education**

(Physical Education Uniform – Strongly Recommended  
Uniform Cost To Be Determined)

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

Physical education classes are designed to provide challenges for students to develop, maintain, and refine motor development. A wide variety of physical activities are provided to meet each individual's fitness, skill, and interest needs. Students are given opportunities to experience enjoyment and satisfaction through successful participation in individual, small group, and large group physical activities. Students participate in a variety of invasion, net/wall, and hitting/striking games with a focus on teaching sport concepts and skills. In addition, fitness, weight training, and track and field skills are included in all physical education classes.

## **Health**

Health education classes are taught in every grade level by Health and Physical Education teachers for one 9-week quarter. Units of study include Mental Health; Tobacco, Alcohol, and Other Drugs; Personal and Consumer Health; Nutrition and Fitness; Family Life and Human Sexuality; and Disease Prevention and Control. A parent information session regarding the content of the Family Life and Human Sexuality Unit and the Disease Prevention Unit is conducted in the fall. Parent permission for these units is required in all grade levels. Alternative units of study are available for students who do not opt into Family Life and Human Sexuality and the Disease Prevention Units.

## **Fine And Practical Arts**

*(Note: Final decisions about the specific offerings will depend on student registration and staffing allocation.)*

### **Grade 6 Electives**

#### **Exploratory Classes**

To introduce sixth graders to a variety of non-academic subjects, students will participate in courses covering the basic elements in the areas of fine, practical, and performing arts. These nine-week classes include Introduction to Computers, Introduction to Art, and Introduction to Drama, and Introduction to Music.

#### **Full Year Courses:**

##### **Band**

This is a full year course offered to all sixth grade students.\* This course is designed to give students a strong foundation in the fundamentals of performance of a wind or percussion instrument. Students will rehearse and perform a variety of different musical styles. Students will perform at all evening concerts. Practice of 20 minutes a day, five days a week is required.

\*Sixth grade students interested in learning to play an instrument need to contact Mr. Dahlin, Band Director, prior to registering. Beginning students will need to come in after school a couple times a week for several weeks in order to choose an instrument and receive extra help. Through practice and hard work, beginners will be able to catch up to classmates with prior experience.

##### **Orchestra**

This is a full year course offered to all sixth grade students.\* This course is designed to give students a strong foundation in the fundamentals of performance on a string instrument. Students will work on proper left hand and bowing technique along with positions and shifting. Students will rehearse and perform a variety of different musical styles. The students will perform at all evening concerts. Practice of 20 minutes a day, five days a week is required.

\*Sixth grade students interested in learning to play an instrument need to contact Mr. Dahlin, Band Director, prior to registering. Beginning students will need to come in after school a couple times a week for several weeks in order to choose an instrument and receive extra help. Through practice and hard work, beginners will be able to catch up to the classmates with prior experience.

## **Grade 7 and 8 Electives**

*Note: Final decisions about the specific offerings will depend on student registration and staffing allocation.*

- *Selection of elective courses must be made carefully; these courses are not intended to be repeated. Changes in selections after the registration deadline may not be made.*

### **Semester Courses:**

#### **Chorus**

This course is designed for students with all levels of experience. Students enrolled in chorus will be able to demonstrate appropriate vocal (singing) skills; demonstrate how to interpret a song and its meaning; understand and use basic music terminology; understand and use basic music theory and reading skills; and demonstrate proper rehearsal and performance techniques. Students will perform at a minimum of two evening performances.

#### **Drama**

Drama is a performance course for students with an interest in drama. **This course may be repeated. Students may register for the course for one semester or for a full year.**

**Course concentrations may include:**

- Acting and Directing
- Children's Theatre/Community Outreach Theatre
- Musical Theatre

**Each class will present at least one public evening performance (which replaces a formal final exam) that involves two mandatory after-school rehearsals running until 5:00 P.M.;** relevant dates are announced the first day of class. (Rehearsals and the performance are scheduled near the end of the semester.)

#### **Guitar**

This semester course is designed for both beginner and experienced students. Class content is differentiated based on the student's ability level. Beginners will explore fundamental concepts including reading music, strumming chords, playing melodies, and using a pick. More experienced students will increase their skills on the guitar with a focus on strumming techniques, playing melodies, finger picking, and reading tablature. Students will learn these concepts through hands-on practice, learning various styles of folk and rock music throughout the semester.

#### **Ceramics-(8<sup>th</sup> Grade Only – Lab Fee \$10.00)**

This semester course is open to 8<sup>th</sup> grade students only. Emphasis is placed on skills and concepts pertaining to production of three dimensional art. By the end of this course, the students will be able to demonstrate knowledge of elements essential to the effective and efficient performance of art processes; utilize knowledge about work by various artists; use authentic art vocabulary when discussing and critiquing one's own work and that of others; apply an advanced knowledge of the elements of art and principles of design in the creation of artwork.

## **Studio Art**

Students will identify and create artworks that communicate universal themes about people, events, and values that unite communities. 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 will learn to appreciate the uniqueness of individual artwork. Students will work in two and three-dimensional media, including drawing, painting, sculpture, and they will use the art elements and design principles to compose personal artworks from observation and imagination. Craftsmanship, the safe use of tools and materials, and art room safety practices are emphasized.

## **Digital Art**

Artists will create, alter, and design for specific audiences and in different mediums (printed or computer screen display). This course provides a working knowledge of digital image creation in Photoshop (a raster-based program), Painter 9, Fireworks (vector-based), and other up-to-date applications. Students apply aesthetic judgments about personal work and the work of others. Traditional art skills such as drawing, design, and painting (just less messy!) are developed, making this art elective a natural choice for digital learners. Familiarity with the computer (typing and file management) is helpful.

## **Introduction to Animation**

Animation...

combines the planning of the illusion of movement...  
with telling an original story, while...  
developing art and sound skills.

Students will explore the 'moving' side of art by creating their own drawn short cartoons and managing their characters in the applications Flash, Photoshop, and Fireworks. Students will use their creativity to turn storyboards into shockwave format movies, gifs, that will be WWW-ready. The history of animation and motion pictures is used in the course. Familiarity with the computer (typing and file management) is helpful. See awesome examples of talking students, driving cards, and illustrated lyrics on Hoover's web site.

## **Web Design**

Inspired by design, writing, computers, and art? Students will successfully create Web pages using html code to organize the design of the page. They will then enhance their work using multi-media authoring and a variety of graphics – photography, animation, and artwork – using the most recent versions and techniques of Flash, Dreamweaver, Fireworks, and Photoshop. Creative writing is combined with many of the projects. This is a class for digital thinkers, and includes an introduction to ethics while evaluating popular internet tools. Become WWW savvy by uploading and managing sites. Familiarity with the computer (typing and file management) is helpful.

## **Photography I (\$5.00 Lab Fee)**

In this semester course, students will explore the process and use of digital photography applications. Students will learn concepts and fundamentals of photography through applied techniques with digital cameras, photo-processing software, and color printing. This course is designed for students with basic computer proficiency. **Cameras are provided for all students.**

## **Photography II (\$5.00 Lab Fee)**

This semester course is designed to offer a creative outlet for those students who want to learn more about digital photography and Photoshop. Students will use and extend all knowledge from Photography I and apply it by: experimenting with the use of different types

of art media on printed photos, creating photo montages (multi-photo collages), creating photo-based projects from an advertising and/or marketing perspective and much more!  
**Cameras are provided for all students. Prerequisite: Photography I**

### **Computer Assisted Drafting (CAD) and Robotics**

This semester-long course features two parts. During the first nine weeks, the course will introduce basic concepts, software, and applications of computer-aided drafting (CAD). Students will apply CAD techniques to architectural and product design. During the second nine weeks, students will explore robotics through lessons, demonstrations, and hands-on activities. Students will design, create, and program robots in a team-based environment using the LEGO NXT Robotics system. This course is designed for students who are computer literate.

### **Marine Biology**

The Marine Biology course is an introduction to marine ecology. The semester-long class begins with a review of basic lab procedures, including use of microscopes, balances, and three design challenges to reinforce the Scientific Method.

After completing this course, students will be able to:

- Describe the components of marine communities: the abiotic and biotic factors that shape their composition.
- Explain basic ecological principles, e.g., energy flow, population dynamics, nutrient cycles as they pertain to marine ecosystems.
- Identify the characteristics of the major taxa of marine organisms, e.g., algae, cyanobacteria, fishes, and invertebrates with special focus on Phyla Mollusca, and Arthropoda.

The semester-long course is 70% lab work without exams or homework assignments. The course lab investigations include five dissections. Students will have an opportunity to participate in our optional Sea Camp Program which takes place in late spring. This optional opportunity will include field work at Wallops Island, Virginia with marine scientists.

### **Full Year Courses:**

#### **Chorus**

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relevant dates are announced the first day of class. (Rehearsals and the performance are scheduled near the end of the semester.)

### **Concert Band**

This full-year course is offered to students with at least one year of prior experience in band.\* There is an opportunity to explore “color” instruments (tuba, French horn, oboe, bassoon, bass clarinet, and tenor and baritone saxophones) in order to achieve a balanced instrumentation. The course is designed to give students a strong foundation in band technique, including tone production, note reading, and rhythmic concepts. Students will perform a variety of moderate to moderately difficult music. Students will perform at all evening concerts. Practice of 30 minutes a day, five days a week is required.

\*Students interested in learning to play an instrument need to contact Mr. Dahlin, Band Director, prior to registering. Beginning students will need to come in after school a couple times a week for several weeks in order to choose an instrument and receive extra help. Through practice and hard work, beginners will be able to catch up to more experienced classmates.

### **Advanced Band**

This course is offered to students with at least two years of prior experience in band. Students may enroll only by audition or by permission from the director. This course is designed to continue to develop a strong foundation in technique, including tone production, note reading, and rhythmic concepts. Students will perform a variety of moderately difficult to very difficult music. Students will perform for all evening concerts along with concerts at venues around the Hoover Middle School area. Practice of at least 30 minutes a night is required.

### **Advanced Orchestra**

This course is offered to students with at least two years of prior experience. Students may enroll only by audition or by permission from the director. This group is for musicians that have mastered vibrato, shifting, and bowing technique. Students will perform a variety of moderately difficult to very difficult music. Students will perform for all evening concerts along with concerts at venues around the Hoover Middle School area. Practice of at least 30 minutes a night is required.

Herbert Hoover Middle School is a partnership of students, staff, parents, and community where respect, learning, appreciation for diversity, and service to others are modeled and valued. We are committed to the adventure of life-long learning and to providing a safe environment that fosters problem-solving through the utilization of technological, print, and human resources, and through the application of thinking and learning skills. We experience success through effective collaboration as well as through individual effort, and we look forward to helping shape a positive future.