

# **Robert Frost Middle School**

A Blue Ribbon School



“Experience Excellence”

## **Course Bulletin 2011-2012**

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# Robert Frost Middle School

9201 Scott Drive  
Rockville, Maryland 20850



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Guidance Office: 301-279-3965  
Fax: 301-279-3956

Dear Students and Parents:

Welcome to Robert Frost Middle School, one of the top middle schools in the nation. Our dedicated and highly competent staff offers a positive and inviting environment in which students are free to grow and develop academically, emotionally, and socially. We function in partnership with parents to maximize the success of each child. We encourage and recognize student achievement. Our vision is that you experience excellence in everything you do at Frost.

Robert Frost Middle School offers a wide range of academic choices in order to meet the needs of all students. We believe that each student who passes through our doors will be successful and experience excellence. Thus, we encourage you to carefully review this Course Bulletin to make wise and informed choices for your child's academic program. Our caring and nurturing school counselors are available to assist you with any decision you need to make.

Frost is a wonderful place to learn and grow. We work together for the good of all students. I look forward to working with you to continue the great tradition of excellence at Robert Frost Middle School.

Sincerely,



Dr. Joey N. Jones  
Principal

# ***Robert Frost Foundations***

## **PREPARING FROST STUDENTS FOR THE FUTURE**

Robert Frost Middle School prepares students for their future. Academics follow the program prescribed by the Maryland State Department of Education and Montgomery County Public Schools which supports continuous improvement toward higher achievement. Through advanced courses, emphasis on high school articulation, and exposure to extracurricular clubs and programs, students have the opportunity to meet and even exceed their potential.

## **SCHOOL VISION**

***“Experience Excellence”***

## **MISSION STATEMENT**

Robert Frost Middle School is a dedicated partnership between staff, students and parents united by a common responsibility to challenge, inspire, and assist all students to grow and excel intellectually, emotionally and socially.

## **CORE VALUES**

### **I. Every person is valued and respected.**

Being a *trustworthy* person: showing that others can depend on you through honesty, promise keeping, loyalty, commitment and self-discipline; keeping your word.

Showing *respect* for oneself and for others: valuing all persons, treating others as you would want to be treated, accepting and tolerating cultural and ethnic differences, being polite to all, honoring the freedom and privacy of others.

### **II. A safe nurturing environment is essential to learning.**

Being *fair* in your actions: following the rules, listening actively, gathering all the facts and giving prior notice before you act.

*Caring* for others in our community: being kind, considerate, helpful and polite; thinking in advance about how your choices affect others.

Showing good *citizenship* by participating in our community: volunteering, being a good neighbor, respecting the rules, doing your best and participating actively in your classes and other activities.

### **III. Success is everyone’s responsibility.**

Being *responsible* for who we are and what we do: doing our duty to help the community, meeting our obligations in class and at home, pursuing excellence, showing self-control, and accepting the consequences of our actions.

## **ORGANIZATIONAL STRUCTURE**

The interdisciplinary team model is the standard for organization at Frost. An interdisciplinary team is a group of teachers who share the same students and have a common team meeting period. Teachers from English/reading, mathematics, science, social studies, and special education comprise a team. Each grade level is comprised of two teams (each has a team leader), a counselor(s), and an administrator. Teams are balanced by academic achievement, race and gender. Arts and physical education teachers provide instruction for all students across teams.

The team provides a coordinated program designed to address individual student needs. It facilitates early identification of achievement issues, academic placement concerns, peer relationships and social/personal needs of students within the group.

### **Accelerated and Enriched Programming and Instruction**

Frost offers accelerated and enriched instruction in English and math classes in grades 6, 7, and 8. Classes will extend and expand the curriculum and promote critical thinking skills. The William and Mary Language Arts Program for highly able learners is implemented in all advanced English classes. This program requires extensive independent reading, critical thinking and writing, and advanced researching skills. Some examples of the accelerated programs in mathematics include the following: sixth grade students may participate in Math 7, Investigations into Mathematics or Algebra I; seventh grade students may participate in Investigations into Mathematics, Algebra I or Geometry; and eighth graders may participate in Algebra I, Geometry or higher. For other accelerated and enriched options, refer to the information for your child's grade level in this booklet or contact the counseling department.

Social studies and science courses provide accelerated and enriched instruction for all students at all grade levels. Students are challenged within that setting to perform at their individual levels of achievement. Differentiated instruction, where the teacher plans for the diverse needs of all students is used routinely in both subject areas. In this environment, the teacher adapts the pace of the class, the materials, and the strategies in response to different backgrounds, abilities, and learning styles.

### **Criteria for enrollment in the accelerated and enriched programming**

We urge all students who have the capability, motivation or potential to accept the challenge of advanced instruction and to take advantage of these opportunities. Students are considered for gifted and talented instruction through a thorough review of the following multiple criteria:

1. Mastery of course prerequisites (Grade of A or B)
2. Teacher/counselor recommendations
3. Parent/guardian recommendations
4. Standardized test scores, as appropriate
5. Previous identification as gifted and talented
6. Willingness to complete challenging assignments
7. Student interest and motivation
8. Work samples and portfolios

These are the only criteria and no single criterion will be used to exclude a student from pursuing accelerated and enriched programming. For more information on the MCPS Policy, please see the Policy on Accelerated and Enriched Education and the accompanying regulation at <http://montgomeryschoolsmd.org/>.

## **Appeal Process**

In February, all students will receive registration forms with next year's recommendations from their current teachers. Please review these recommendations carefully. Any questions regarding the recommendations should be directed to your child's subject area teacher. If, after conferring with the appropriate teacher, you wish to appeal the recommendation, please complete and attach the "Parent Appeal Form" on page 37. Please note that all registration form deadlines also apply to appeal requests. **Requests for changes may not be honored after deadlines have passed.**

## **Grading and Reporting**

Policy IKA, *Grading and Reporting*, is implemented in all schools to ensure effective communication regarding student achievement; consistent practices within and among schools; and alignment of grading practices with standards-based curriculum, instruction, and assessments. Teachers report grades which accurately reflect individual student achievement or what students know and are able to do in each course. Grades are based on multiple and varied tasks/assessments over time within a grading period.

Schools implement countywide standard procedures for re-teaching/reassessment, homework, and grading. School staff members explain course-specific grading procedures in writing to students and parents at the beginning of a semester/school year or when these procedures change. Students and parents are informed about student progress throughout the grading period and are included in the decision-making process regarding the students' education. Teachers in Grades 6–8 continue to report other important information, such as learning skills, separately from the academic grade. In middle school, learning skills include participation and assignment completion.

## **High School Credit**

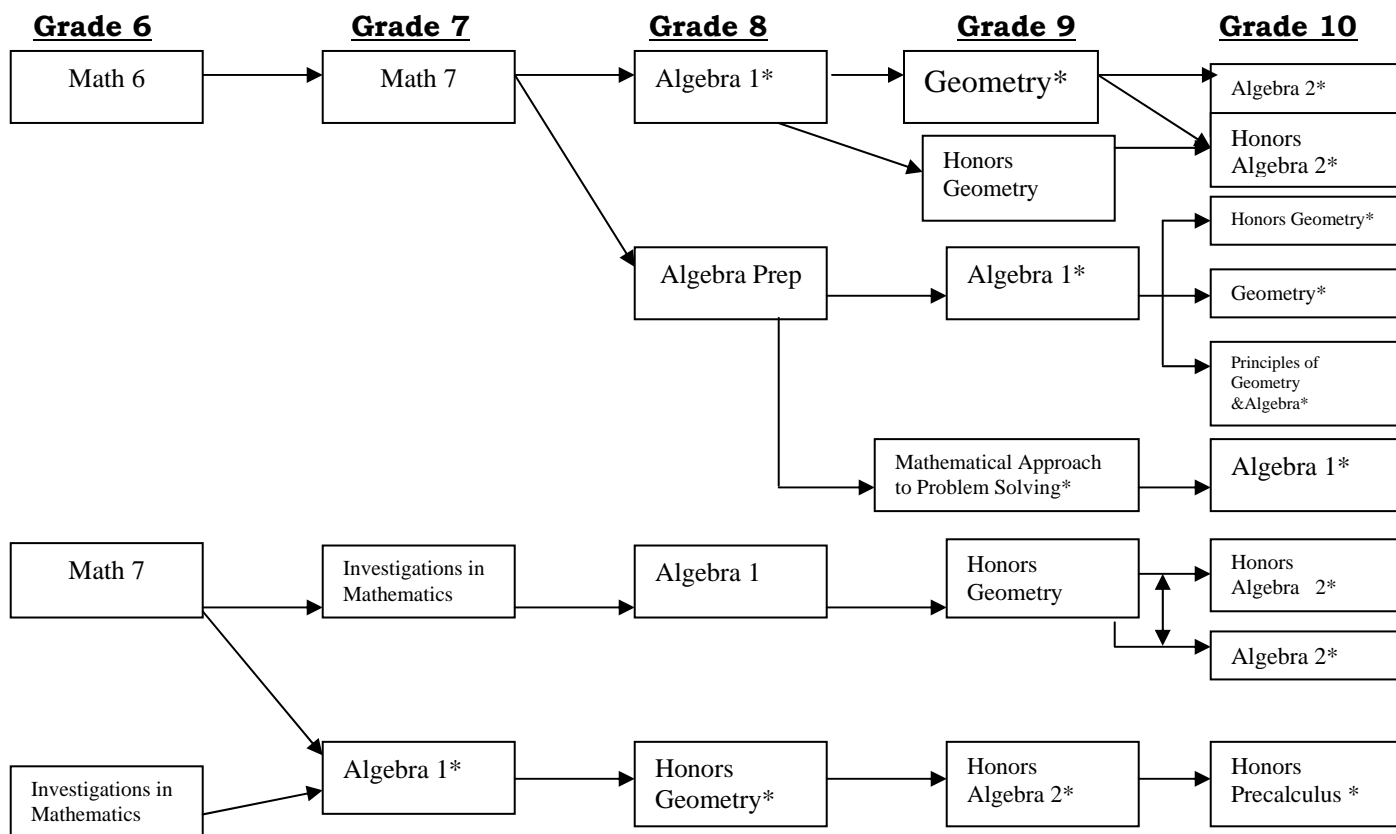
In March 2003 the Board of Education approved staff recommendations to award credit for high school courses taken in middle school in MCPS. In order for students to earn high school credit in middle school, the school must provide the same course as in high school, including the use of the same curriculum and high school instructional resources, and use the same high school exam. The course must be taught by a highly qualified teacher. To comply with these recommendations, the following steps are in place:

- For students in Grade 6–8 who successfully complete a high school course in middle school and pass the final exam, credit is entered automatically into the students' credit history. Credit is entered in the student's credit history when the student has successfully completed both semesters of a high school course in middle school and pass the second semester final exam.
- The credit and grade are recorded on a student's transcript during the first year of high school under the transcript heading "high school credit completed before entering high school." High school credit is awarded on the first day the student attends classes in an MCPS high school.
- No opportunity to remove the credit or grade from the credit history will be provided.
- The grade earned in these courses is factored into a student's cumulative grade point average (GPA) and weighted grade pointed average (WGPA).
- Students may retake a high school course taken in middle school and receive the higher grade. The course will appear only once on the transcript. Once a course is successfully retaken for a higher grade in high school, it will be reported and treated as a course taken in high school.
- Students in Grades 6–8 who wish to retake a high school course must complete MCPS form 560-55: Request to Retake High School Course Taken in Middle School.

- Finally, in order for middle school students to earn a high school credit in a math or foreign language course, they must pass both semesters of the course and the second-semester final exam in middle school. In addition, middle school students who take high school courses requiring a High School Assessment (HSA) must take the HSA in that course.

## Middle School Mathematics

Montgomery County Public School students are required to take mathematics during their middle school years. The flowchart below indicates the three typical grade 6 math classes, and their consequent progression through the grades.



\* Students who register for high school mathematics courses while in middle school are awarded high school credit. The final semester grades received in this class will appear on the students' high school transcript.

Middle and High School Math Sequences available online at:  
[www.montgomeryschoolsmd.org/curriculum/math/msmath.htm](http://www.montgomeryschoolsmd.org/curriculum/math/msmath.htm)  
[www.montgomeryschoolsmd.org/curriculum/math/hsmath.htm](http://www.montgomeryschoolsmd.org/curriculum/math/hsmath.htm)



# ***Special Programs***

## **SPECIAL EDUCATION**

The Special Education team provides specialized instruction and resource support to students identified as having a disability, according to state and federal guidelines. Students are placed in general education classes, whenever possible, to provide the least restrictive environment. The special education teachers meet and work with the grade level teachers to support student progress.

Frost has supported classes as well as some self-contained classes. The supported classes consist of a general classroom teacher working with a special educator or paraeducator, both delivering curriculum to the entire class. Students are placed in general education classes based on their Individual Education Plan (IEP). The IEP team determines where the student will be most successful and where the student's IEP goals will be met.

At Frost, all teachers work with special education students and address their needs on an individual student-by-student basis. Teachers recognize that students with an IEP may require a diverse approach to delivering curriculum. All teachers accommodate students based on their IEP goals. Consultation and collaboration between general and special education teachers is essential to ensure that students have a relevant and flexible instructional program.

## **LEARNING AND ACADEMIC DISABILITIES (LAD) PROGRAM**

Students served through this model require 15-20 hours of special education support per day primarily as a result of a learning or language disability that significantly impacts academic achievement. Students typically demonstrate average cognitive ability; yet have deficits that affect performance in one or more academic areas. Most students served in this model have previously received a considerable amount of special education support, and still require support to achieve Individualized Education Program goals. Components of this model include self-contained classes, supported general education classes and other opportunities for participation in a least restrictive environment.

## **SPECIAL EDUCATION COURSE OPTIONS**

### **Supported English** (Grades 6, 7, and 8)

**Weekly Study Hours: 1-3**

#### **Supported Reading** (Grade 6)

A general education English/reading teacher and a special educator or paraeducator teach the general education English/reading class. This class is for the student who is able to keep up with the pace of a general education class, but needs some extra support within the class in areas of written expression, reading comprehension and organization.

### **Supported Math** (Grades 6, 7 and 8)

**Weekly Study Hours: 1-3**

A general education math teacher and a special educator or paraeducator provide instruction. This class is for the student who is able to keep the pace of the general education class, but needs some extra support within the class.

**Supported Social Studies (Grades 6, 7 and 8)****Weekly Study Hours: 1-3**

Social studies classes are general education classes. General education social studies classes are provided with special education support that includes either a special education teacher or paraeducator who provide support within the general education class.

**Supported Science (Grades 6, 7 and 8)****Weekly Study Hours: 1-3**

All science classes are general education classes. General education science classes are provided with special education support that includes either a special education teacher or paraeducator who provide support within the general education class.

**Resource (Grades 6, 7 and 8)****Weekly Study Hours: 1**

This course is only offered to students who need significant academic and organizational support. This course is not a study hall. Students will be given instruction in the areas of reading, writing, organization, study skills and test-taking skills according to the MCPS curriculum. The outcome for the resource class is for students to learn the necessary strategies and skills to attain expected progress on IEP goals and objectives, including use of the learned strategies and skills throughout the student's day.

**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 to support them in various general education classes.

**504 ELIGIBILITY**

Students who are identified as eligible under 504 guidelines may receive direct classroom support as well as indirect consultative support as specified on their 504 Plan. Consultation with staff and monitoring of students take place during regularly scheduled grade level team meetings or with individual teachers, as needed.

**MIDDLE SCHOOL READING INTERVENTIONS**

MCPS is committed to improving the reading ability of all students. Reading is the most basic skill that adolescents need to develop for success in school and in preparation for life. Reading 7 and 8, Read 180, Basic Reading and Corrective Reading are interventions that support and improve the performance of students who are reading below the proficient level. These programs are implemented in selected schools.

It is our goal to have all MCPS students reading at or above grade level. During the school year, all middle schools will administer the reading assessment: Measure of Academic Progress in Reading (MAP-R) to provide teachers and families with information about students' progress in reading and to consistently report information for teachers, parents, and MCPS.

MAP-R measures students' individual reading achievement and provides information about student growth over time. It is administered to all students in Grades 6, 7, and 8. This assessment will provide common data points to use as students articulate from one grade level to another, which will assist in supporting instructional and program decisions for students.

## **READING 7 AND READING 8 (Full Year)**

The Reading 7 curriculum 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**

*(For those who have the mechanics of reading, but are approximately 2-3 grades below grade level in reading and need a highly motivating program.)*

This class, which meets for two class periods, is an intensive reading intervention program that addresses the needs of struggling readers through differentiated instruction, adaptive and instructional software, high-interest literature, background knowledge-building videos, and direct instruction in reading, writing and vocabulary skills. After the initial whole group lesson, students rotate in small group to different stations that include individualized instructional software, audio books for modeled reading and paperback books for independent reading, small group instruction with the teacher. Progress monitoring is embedded in the program.

## **BASIC READING**

Basic Reading will use the Rewards reading program which is designed to teach secondary students flexible strategy for decoding long words and to increase their oral and silent reading fluency. As a result students will be able to: decode previously unknown multi-syllabic words, accurately read multi-syllabic words found in science and social studies classroom, read content area passages not only accurately but fluency, experience increase comprehension as their accuracy and fluency increase and build confidence in their reading ability.

## **CORRECTIVE READING**

Corrective Reading is a comprehensive intervention program. It targets students who are reading one or more years below grade level and is appropriate for students who are in special education classes as well. The three essential goals of the program are increasing reading accuracy via intensive decoding instruction, developing reading fluency, and building reading comprehension. Corrective Reading can be implemented in small group (4-5 students) or whole-class format. Each lesson is 45-minutes in length and intended to be taught daily.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM**

English for Speakers of Other Languages is offered to students at three levels. Beginners take level one, intermediates take level two and advanced students take level three. Levels 1 and 2 are one year in duration in lieu of regular English and reading or foreign language. Level 3 sixth graders will be scheduled for a double period of ESOL and a sixth grade reading class as well. Level 3 seventh grade or eighth graders will have one period of ESOL while scheduled for a developmental reading class alongside ESOL if their Las-Links (English Language Proficiency Test) reading score or MAP-R score warrant it.

### ACADEMIC SUPPORT CLASS (ASC) (based on teacher recommendation)

The goal of the Academic Support Class is to increase student achievement through the use of learning skills and motivational strategies. As students progress through the marking period, they are expected to gain strategies and skills to assist them with time management, organization, work completion, self-advocacy. Ultimately we want our students to utilize all resources available to them in order to become independent learners. Student progress is reviewed quarterly to see if they have reached the goals of the class.

## ***Maryland State Testing***

### MARYLAND SCHOOL ASSESSMENTS (MSA)

In accordance with the federal *No Child Left Behind Act*, the state of Maryland has developed statewide assessments to monitor the progress of all children, grades 3 through 8, in reading (administered annually), mathematics (administered annually), and science (administered once in elementary school, once in middle school, and once in high school), and to guide their future educational program. These tests are administered each year in March to ensure that test results will be reported by the end of the current school year. Eighth grade students will take and be expected to pass a science MSA, in addition to the current reading and math assessments.

### MARYLAND HIGH SCHOOL ASSESSMENTS (HSA)

In addition to the Maryland School Assessments (administered from grades 3 through 8) there are the Maryland High School Assessments which are end of course assessments designed to indicate student mastery of specific content. Currently, students will take one high school assessment at the conclusion of each of the following courses: Algebra/data analysis, English 10, government and biology. *(Students taking Algebra at Frost will take the Algebra HSA at the end of the course, NOT when they are in High School.)*

In preparation for these tests, the students at Robert Frost Middle School are exposed to the structure and function of the tests through every day instruction and implementation of the county's curricula. The increasing emphasis on reading and writing in all content areas will support student success on these assessments.

### LOOKING FOR MORE INFORMATION?

For more information related to these assessments, please visit the following websites:

Maryland School Improvement Website –

<http://mdk12.org>

MCPS High School Assessment Website-

<http://www.montgomeryschoolsmd.org/curriculum/hsa/>

MCPS Testing Information Websites

<http://www.montgomeryschoolsmd.org/info/assessments.shtm>

# ***Resources and Activities***

## **COUNSELING DEPARTMENT**

The Frost Counseling Department supports the educational mission of the school by assisting all students to become effective learners and to achieve the high academic standards established by national, state, and local guidelines. The Comprehensive School Counseling Program focuses on academic, personal, interpersonal, health, and career-development skills that are critical to school success.

School counselors collaborate with teachers, administrators, families, and community agencies to address barriers to academic achievement. They support students through a variety of services, including group guidance, responsive counseling, individual planning, and school program support.

### **Group Counseling**

Through group counseling, counselors teach skills that all students should acquire in order to be successful learners. Counselors work with students in small-group settings or in the classroom to address skills such as decision making, conflict resolution, anger management, organizational techniques, and career planning.

### **Responsive Counseling**

Counselors use responsive counseling to help students with problems that are having an impact on their learning. Counselors help students individually and in small groups, consult with parents and staff, and act as liaison between MCPS and community agencies. Counselors may address issues such as grief and loss, family changes, coping with school transitions, maintaining friendships, respect, substance abuse, and other topics of concern to students and their families. Crisis-intervention help is provided as needed.

### **Individual Planning**

Counselors provide support for productive decision-making about educational and career planning. Counselors, students, parents, and staff share involvement in this process. Specific activities may include selecting courses, developing and revising academic plans for high school, and interpreting standardized test results. Counselors work to help students make prudent decisions about academic programs, educational choices, and career opportunities. They also work with teachers to plan student programs and consult about strategies that promote healthy social, emotional, and behavioral development.

### **School Program Support**

Counseling activities necessary for effective implementation of the school's program are included in this service component. Counselors help orient students and parents to middle school by assisting with course selection and registration, interpreting cumulative records for parents, and facilitating the transition between grades or between school levels. Counselors also participate in the identification, referral, and program planning of exceptional students. This collaborative effort is designed to help students be successful. They also may offer training(s) for staff development. They serve on school committees that analyze instructional programs, generate activities to improve school climate, enhance positive behavior, and support academic achievement for all students.

Students are assigned to a counselor (alphabetically or by grade level) when they enter grade 6. This structure provides an opportunity for counselors to develop an ongoing relationship throughout the three years of middle school. Counselors are available to help students and their parents. Students and parents should feel free to contact their counselor whenever they need assistance and want information, support, or resources to make middle

school a positive, productive experience. Please call our school's counseling office to set up an appointment.

## MEDIA CENTER

The goal of the Robert Frost Library Media Center program is to help students learn to locate, use, and evaluate information independently and to foster an appreciation of literature. Activities include using research skills to explore our information-rich world with traditional and electronic reference tools. The Media Center instructional program is designed for students to achieve the learning outcomes in information literacy with a focus on integrating these skills into each curricular area and for individual classroom needs. Lessons are planned for students during each of their three years through instructional partnerships with teachers in all curricular areas. Assignments are designed to help students analyze, process, and communicate information effectively, gain access to ideas expressed in print and visual literature, increase proficiency in using technologies, increase student achievement and encourage a habit of lifelong learning.

## STUDENT SERVICE LEARNING

Middle School students will have the possibility of earning 30 (10 per grade) of the 75 student service learning hours needed for the high school graduation requirement in the state of Maryland. These hours occur through full participation and successful completion of service-learning activities in the 6th grade Science, 7th grade English, and 8th grade Social Studies curricula. Middle school students may complete all or part of the remaining 45 hours of this graduation requirement by full participation in service activities promoted by community opportunities and organizations preapproved for SSL. Some of the activities that students may participate in are: environmental projects, providing service at food centers, mentoring or tutoring projects, and senior citizen programs. Service activities must be performed with an approved organization. Organizations and opportunities tagged as MCPS SSL approved are found at the MCPS website [www.mcpsssl.org](http://www.mcpsssl.org). Organizations on this list have attended an orientation and provided information to the Montgomery County Public Schools and the Montgomery County Volunteer Center about their organization and service-learning opportunities. Students interested in earning service-learning hours with organizations that are *not* tagged "Approved SSL MCPS" must submit MCPS Form 560-50, Request for SSL Pre approval to the school-based SSL coordinator in advance of any service. All service learning must be performed with a nonprofit tax exempt organization. For additional information about the SSL requirements, please visit the MCPS SSL Web site: <http://www.montgomeryschoolsmd.org/departments/ssl/index.aspx>

## STUDENT ACTIVITIES

Frost offers many extracurricular activities throughout the school year. We hope all students will participate in the after school activities which they enjoy. An activity fee payable to MCPS is required.

### **Activities** (including but not limited to):

Fitness Club	Games Club	Homework Club
International Club	Intramural Sports	Jazz Band
LYLAS (Girls Mentoring Club)	Math Team	Newspaper Club
Student Government Association	Talent Show	TCB (Male Mentoring Club)
Wootton Tutoring	Chamber Music Club	Kids Yoga
Knitting Club	TV Club	Book Club
Recycling Club	Yearbook Club	Math Matters Club
Algebra Tutoring	Spanish Tutoring	

**Sports (Grades 7 & 8)**

Fall:	Boys and Girls Softball and Cross Country
Winter:	Boys and Girls Basketball
Spring:	Boys and Girls Soccer

**Students who have a 2.0 average with no more than one “E” in the previous marking period are eligible to participate or practice in any extracurricular activity during the next marking period. The eligibility period begins on the day the report card is issued.**

GRADE

6



# **GRADE 6 REQUIRED COURSES**



## **Math 6\***

## **Weekly Study Hours: 2.5**

Math 6 is intended for all students who have attempted and/or successfully completed the kindergarten to grade 5 mathematics learning indicators. The course units of study include:

- Graphing Data & Analyzing Statistics
- Fractions, Decimals, Percents
- Geometry
- Algebra Patterns & Functions
- Probability

All concepts and skills are presented in the context of real life problem solving that requires reasoning, communication, and making connections. Students investigate concepts to extend their mathematical proficiency. The curriculum is designed to prepare as many students as possible for Algebra 1 by grade 8. The indicators are organized into instructional units accompanied by unit assessments that benchmark student progress as well as demonstrated readiness for the next level mathematics course. Students continue to prepare for the Maryland School Assessment, as well.

## **Math 7\***

## **Weekly Study Hours: 2.5**

Students who have mastered the objectives of the Math 6 curriculum in MCPS by the end of grade five have the opportunity for this mathematics course. This course is intended for students who have successfully completed the kindergarten to grade 5 mathematics curriculum and Middle School Mathematics Course 6 indicators. The units of study include:

Algebra, Patterns & Functions  
Measurement  
Probability

Geometry  
Statistics  
Number Relationships & Computations

This class is designed to prepare students for Investigations into Mathematics or Algebra.

## **Investigations In Mathematics\***

## **Weekly Study Hours: 2.5**

Selected students who **score exceptionally well** on the criteria for Math 7 in Grade 6 are considered for possible placement into Investigations in Mathematics. The units of study include:

Statistical Applications  
Investigation of Geometry  
Language of Algebra  
Probability

Real Number Systems  
Patterns, Relations & Functions  
Other Operational Systems

One of the goals of this class is to provide a theoretical view of the world to students while preparing them for Algebra 1. Students learn both concrete and abstract mathematical topics while improving their communication, thinking, and reasoning skills. Students successful in this course will take Algebra 1 the following year.

***\*Students will be enrolled in one of the above math courses based on test scores, math achievement, grades, and teacher recommendation. Please note: All Frost students are required to complete a math review packet prior to the first day of school.***

**English 6****Weekly Study hours: 2-3**

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. The William and Mary program requires students to read, discuss, and analyze complex texts.

Students in English 6 examine language and literature in the context of four thematic units: Foundations, Adventures, Challenges and Barriers, and Choices. Students read, analyze, and study different genres related to each of the themes and complete required common tasks. Anchor texts include multi-cultural, contemporary, and classic titles such as *The View from Saturday*, *Where the Red Fern Grows*, *True Confessions of Charlotte Doyle*, *Holes*, *Taking Sides*, and *Esperanza Rising*. 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 6 prepares students—through activities integrated into each thematic unit—for formal county, state, and national assessments.

Teachers will address the elements of each unit through the newly revised English/Language Arts Instructional Guide for Grade 6. The revised guide identifies the enduring understandings and essential questions of each unit and serves as a basis for the development of lesson plans.

**Advanced English 6****Weekly Study hours: 1-2**

This course will be available to grade 6 students beginning in the 2010–2011 school year. 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.

**Reading 6****Weekly Study Hours: 1-2**

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 Advanced Reading 6 pathway includes expository comprehension strategies to help students organize, synthesize, and extend their understanding of increasingly difficult content-related texts. More emphasis is placed on drawing conclusions, making inferences,

and supporting evaluations to prepare students for high school and college. The Advanced Reading 6 texts themselves are more challenging and may include The Children's Homer as well as many of the Junior Great Books series. Vocabulary is examined and expanded through in-depth analysis of concept relationships, word structure, etymology, context clues, synonyms and antonyms, as well as application. Many of the William and Mary language arts program's techniques are applied in vocabulary development.

### **Investigations in Science 6 (IS6)**

**Weekly Study Hours: 2.5**

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. The units studied are Sudden Impact (Forces and Motion), Butterfly Habitat (Diversity of Life), Going Green (Ecology and Environmental Issues), and Alternative Energy (Energy Sources). Students engage in Science, Technology, and Engineering (STE) in order to propose solutions to identified problems.

### **Advanced Social Studies 6**

**Weekly Study Hours: 1-3**

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.

There are two major strands that run through each unit. The first strand is specific to present-day content in geography, economics, government, or culture. The second strand is always history. The history strand progresses chronologically by unit from ancient history to approximately 1000 CE in grade six. The four units in sixth grade are:

Patterns of Settlement in the Ancient and Modern Worlds  
Citizenship and Governance in Classical and Modern Times  
The Impact of Economics: Change and Continuity in China  
Cultural Systems Past and Present

### **Physical Education/Health 6**

**Weekly Study Hours: 1.0**

Students participate in movement skills and concepts, using the tactical games approach, which provides an opportunity for the development of understanding of invasion games, net/wall games, striking/fielding games and target games. Questioning throughout the lessons will prompt students to use critical thinking and problem solving skills. Students will be administered the FitnessGram test and use information from this test to develop health related fitness concepts. Students will also demonstrate the ability to use personal and social responsibility skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

In addition, students will also participate in a required nine-week Health Education unit. A variety of units including: Mental Health; Tobacco, Alcohol and other Drugs; Personal and Consumer Health; Safety and Injury Prevention; Family Life and Human Sexuality; Disease Prevention and Control; and Nutrition and Fitness. Students will engage in a variety of activities that will strengthen their knowledge of health and improve their overall level of well being.

## **GRADE 6 ELECTIVES**

Sixth grade students have an opportunity to take a foreign language course as an elective (Chinese 1, French 1A, or Spanish 1A). These courses are consistent with the high school courses and accelerated courses for middle school level students. **If you are interested in pursuing this option, please contact the counseling office.**

Sixth grade students will choose between the instrumental music program (band or orchestra), chorus and the arts rotation. Please note the detailed course descriptions on the following pages.

### **Foreign Languages General Info**

**Weekly Study Hours: 2.5**

The Montgomery County Board of Education allows students to earn credit for high school foreign language courses taken in middle school. As in high school, the semester final examinations will count no more than 25% of the semester grade. **The final semester grades from middle school will be listed on the high school transcript and will be included in the high school cumulative grade point average (GPA).**

### **Spanish 1A/French 1A(Full Year)**

**Weekly Study Hours: 2.5**

In this course, listening, speaking, reading, and writing skills are developed through repetitive exposure within thematic units. The vocabulary and grammar needed for these units will be presented and practiced in simulated real life situations. Cultural aspects of the language are integrated into the studies. Theme areas include greetings, school, pastimes, numbers, clothing, weather and current events. Students who successfully complete this course should enroll in Spanish 1B/French 1B in the seventh grade. ***It is important to note that this is a high school level course and the final grade for this course will appear on the student's high school transcript.***

### **Chinese 1 A/B (Full Year)**

**Weekly Study Hours: 2.5**

Students will move through the beginning foreign language program at an accelerated pace; these classes are consistent with a one-year high school course. The language skills and cultural aspects described for Level 1A are also applicable to this class. No prior knowledge of the language is necessary. Students who successfully complete this course should enroll in Chinese 2 in the seventh grade. ***It is important to note that this is a high school level course and the semester grades for this course will appear on the student's high school transcript.***

### **Chorus/Instrumental Music General Info**

Participation in two evening performances and the MCPS Festival is a grade requirement and is strictly mandatory. In Instrumental Music, there are certain equipment costs that could be incurred. These will be explained in detail in the Instrumental Music Handbook.

### **Chorus (Full Year)**

**Daily Practice: 20 min/5 days a week**

The Frost Chorus is a performance group that sings together for the Full Year. Sixth grade students may be in class with 7<sup>th</sup> and/or 8<sup>th</sup> grade students. Emphasis is placed on developing fundamental singing skills of: diction, breathing, breath support, tone production, pitch discrimination, sight-singing, and singing in multiple parts. Students will develop musicianship and learn ensemble rehearsal techniques. Students will work with a wide variety of music as they prepare for performances in concerts, festivals and maybe some community functions. Music theory will also be strongly encouraged and emphasized.

### **6<sup>th</sup> Grade Band (Full Year)**

**Daily Practice: 20 min/5 days a week**

These classes are designed for students who already play or want to learn to play woodwind, brass, or percussion instruments.\* Students will be divided into two groups, beginning and advanced. All participants are expected to perform in scheduled concerts including a minimum of 2 evening performances. These performing groups **meet every day**.

- Develop musicianship
- Learn ensemble rehearsal techniques
- Follow a conductor and perform in concerts
- Develop technical facility on instruments
- Explore new wider range instruments not available in elementary school



*\*Students who are interested in percussion must have a prerequisite background on another band or orchestra instrument, including piano.*

### **6<sup>th</sup> Grade Orchestra (Full Year)**

**Daily Practice: 20 min/5 days a week**

These classes are designed for students who already play or want to learn to play string instruments. All participants are expected to perform in scheduled concerts including a minimum of two evening performances. These performing groups **meet every day**.

- Develop musicianship
- Learn ensemble rehearsal techniques
- Follow a conductor and perform in concerts
- Develop technical facility on instruments
- Explore new wider range instruments not available in elementary school

### **6<sup>th</sup> Grade Arts Rotation**

**Weekly Study Hours: 1**

#### **(Full Year – rotation of multiple classes)**

The 6th grade arts rotation is designed to expose students to a variety of enriching experiences in Art, Awareness of Language/Culture, Computers, Family & Consumer Sciences, and World Beat Music. Students will explore, identify and nurture personal interests and talents in each of the areas with a variety of hands-on projects. Students will be assigned 3 or 4 classes from the list. **Final decisions for course offerings in the rotation will be determined by enrollment and staffing.** A brief description of each area is listed below.

#### **Art 6**

In this class, students will gain experience and enhance their skills in two-dimensional and 3 dimensional art. They will develop an awareness of art vocabulary, techniques, personal expression, and make cultural/historical connections. Craftsmanship, the safe use of tools and materials, and art room safety practices are emphasized.



#### **Computers 6**

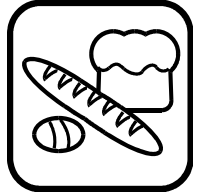
This course focuses on the selection and use of appropriate technology tools and resources to accomplish a variety of tasks and solve problems. This is an introductory computer course that touches on the programs Dreamweaver, Scratch, and Google SketchUp. Students will design a web page, create animations, and build objects through computer-aided design.

### **Awareness of Language/Culture**

This is a foreign language course which helps students to understand language, why people use language, how language works, and the importance of other languages in today's interdependent world. The course lays a foundation for a successful foreign language experience. Students gain an appreciation of linguistic and cultural diversity.

### **Family and Consumer Sciences 6 (FACS)**

This class allows students to experience and apply many practical life skills. Students will learn kitchen safety, measuring techniques, microwave cooking and many topics related to healthy eating. Students will also study child development and family living. “Why Don’t You Get Off the Couch and Do Something?” is a problem-based unit that incorporates FACS and math skills with an emphasis on decision making and resource management. FACS supports students in preparation for the Middle School Assessments by applying academics to real-world issues.



### **World Beat Music 6**

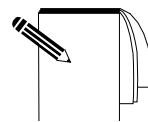
This class is a general music class based on music from various cultures throughout the world. Students will learn to use a variety of traditional and non-traditional sounds sources to create music, perform both melody and accompaniments on at least one instrument, read music, identify and describe elements of music heard in various compositions, discuss music representing diverse cultures and historical periods, and use music vocabulary to discuss and critique music performances.

**All elective course offerings will be based on staffing and enrollment.**

# GRADE

# 7

# Grade 7 REQUIRED COURSES



## Math7\*

**Weekly Study Hours: 2.5**

Math 7 is intended for students who have successfully completed the Middle School Mathematics Course 6 indicators and is considered an on-level math class. The units of study include:

Algebra, Patterns & Functions  
Measurement  
Probability

Geometry  
Statistics  
Number Relationships & Computation

All concepts and skills are presented in the context of real life problem solving that requires reasoning, communication, and making connections. Students investigate concepts to extend their mathematical proficiency. The revised curriculum is designed to prepare as many students as possible for Algebra 1 by grade 8. Students continue to prepare for the Maryland School Assessment.

To meet the needs of all of our students, Frost will offer **enrichment** of the course objectives as well as **extensions** into some of the algebraic concepts of the Algebra Prep curriculum. Student performance on the enriched and extended activities will help determine if the student is prepared to be successful in Algebra by grade eight.

## Investigations In Mathematics\*

**Weekly Study Hours: 2.5**

This mathematics course for the seventh grade is intended for students who score **exceptionally well** on the unit assessments for Middle School Math 7. This course is designed for students with exceptional talent in mathematics. The units of study include:

Statistical Applications  
Investigations of Geometry  
Language of Algebra  
Probability

Real Number Systems  
Patterns, Relations & Functions  
Other Operational Systems

## Algebra I A/B for seventh graders\*

**Weekly Study Hours: 2.5**

This class is intended for students who have been very successful in Investigations in Mathematics as sixth graders. The units of study include:

Equations and Inequalities in a  
Single Variable  
Introduction to Functions  
Linear Equations and  
Inequalities in Two Variables

Systems of Equations and Inequalities  
Data Analysis and Probability  
Exponents and Polynomials  
Quadratic and Exponential Functions

Students in this course take the state High School Assessment for Mathematics, which includes both algebraic and statistical topics. **This course satisfies the high school Algebra 1 requirement and the credit and final semester grades received will appear on the student's high school transcript.**

***\*Students will be enrolled in one of the above math courses based on test scores, math achievement, grades, and teacher recommendation. Please note: All Frost students are required to complete a math review packet prior to the first day of school.***



**English 7****Weekly Study Hours: 2-3**

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, which offers students opportunities for stretching their minds by reading, discussing, and analyzing complex texts.

Students in English 7 examine language and literature in the context of the challenges people face. The four thematic units are Identity, A Sense of Place, Voices from the Past, and Creativity. 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 such as *The Adventures of Tom Sawyer*, *The Outsiders*, *The Call of the Wild*, *The Great Gilly Hopkins*, *The Cay*, *Anne Frank: The Diary of a Young Girl*, and *A Midsummer Night's Dream*. 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 formal county, state, and national assessments.

Teachers will address the elements of each unit through the newly revised English/Language Arts Instructional Guide for Grade 7. The guide identifies the enduring understandings and essential questions of each unit and serves as a basis for the development of lesson plans.

**Advanced English 7****Weekly Study Hours: 2-3**

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.

**Investigations in Science 7 (IS7)****Weekly Study Hours 2.5**

Following the pattern of IS6, IS7 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. The units studied are Hydroponics (Cells and Chemistry), Chemistry of Life (Chemistry and Human Body Systems), Diseases (Genetics and DNA), and Biotechnology (Forensics and DNA). Students engage in Science, Technology, and Engineering (STE) in order to propose solutions to identified problems.

**Dissection Notice:** Dissection is one of many instructional methods which may be used in middle school science. Students may request one of the teacher alternatives to dissection in these classes. Alternatives may include such materials as videotapes, computer programs, charts, diagrams, and textbook overlays.



## **Advanced Social Studies 7**

**Weekly Study Hours: 1.5 to 3.5**

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.

There are two major strands that run through each unit. The first strand is specific present-day content in geography, economics, government, or culture. The second strand is always history. The history strand progresses chronologically by unit focusing on early modern world history in grade seven.

The four units in seventh grade are:

- Patterns of Conflict and Power in Feudal and Modern Times
- Role of Trade in Africa Past and Present
- The Impact of Geography: Past and Present Meso-America
- The Interconnected World



## **Physical Education/Health 7**

**Weekly Study Hours:**

### **1.0**

Students participate in movement skills and concepts, using the tactical games approach, which provides an opportunity for the development of understanding of invasion games, net/wall games, striking/fielding games and target games. Questioning throughout the lessons will prompt students to use critical thinking and problem solving skills. Students will be administered the FitnessGram test and use information from this test to develop health related fitness concepts. Students will also demonstrate the ability to use personal and social responsibility skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

In addition, students will also participate in a required nine-week Health Education unit. A variety of units including: Mental Health; Tobacco, Alcohol and other Drugs; Personal and Consumer Health; Safety and Injury Prevention; Family Life and Human Sexuality; Disease Prevention and Control; and Nutrition and Fitness. Students will engage in a variety of activities that will strengthen their knowledge of health and improve their overall level of well being.

## **7<sup>th</sup> Grade ELECTIVES**

### **Foreign Languages General Info**

**Weekly Study Hours: 2.5**

The Montgomery County Board of Education allows students to earn credit for high school foreign language courses taken in middle school. As in high school, the semester final examinations will count no more than 25% of the semester grade. **The final semester grades from middle school will be listed on the high school transcript and will be included in the high school cumulative grade point average (GPA).**

### **Spanish 1A/French 1A – (Full Year)**

The first half of Level 1 Spanish is taught in seventh grade. In this course, listening, speaking, reading, and writing skills are developed through repetitive exposure within thematic units. The vocabulary and grammar needed for these units will be presented and practiced in simulated real life situations. Cultural aspects of the language are integrated

into the studies. Theme areas include greetings, school, pastimes, numbers, food and weather.

### **Spanish 1A/B (Full Year)**

### **French 1 A/B (Full Year)**

### **Chinese 1 A/B (Full Year)**

Students will move through the beginning foreign language program at an accelerated pace; these classes are consistent with a one-year high school course. The language skills and cultural aspects described for Level 1A are also applicable to this class. No prior knowledge of the language is necessary. Students who successfully complete this course should enroll in Chinese 2, French 2 or Spanish 2 in the eighth grade.

### **Chorus/Instrumental Music General Info**

Participation in a minimum of two evening performances and the MCPS Festival is a grade requirement and is strictly mandatory. In Instrumental Music, there are certain equipment costs that could be incurred. These will be explained in detail in the Instrumental Music Handbook.

### **Chorus (Full Year)**

### **Daily Practice: 20 min/5 days a week**

The Frost Chorus is a mixed-grade performance group that sings together for the full year. Emphasis is placed on developing fundamental singing skills of: diction, breathing, breath support, tone production, pitch discrimination, and sight-singing. Students will develop musicianship and learn ensemble rehearsal techniques. Students will work with a wide variety of music as they prepare for performances in concerts, assemblies, festivals and community functions. Music theory will also be strongly encouraged and emphasized. Participation in two evening performances and the MCPS Festival is a grade requirement and is strictly mandatory.



### **Intermediate Band (Full Year)**

### **Daily Practice: 30 min/7 days a week**

(Prerequisite: Several years of experience with school and/or private instrumental lessons) Students will refine skills previously learned and develop more advanced techniques for performance. Emphasis will be to:

Develop musicianship  
Learn ensemble rehearsal techniques

Follow a conductor  
Perform with self-confidence  
Perform in concerts

### **Advanced Band (Full Year)**

### **Daily Practice: 30 min/7 days a week**

(Prerequisite: By audition with the director) Students will further refine technical skills to:

Develop musicianship  
Perform more difficult music  
Participate in concerts and festivals  
Experience solo and small group ensembles  
Develop self-confidence through performances  
Follow a conductor  
Learn ensemble rehearsal techniques  
Experience solo and small group ensembles



### **Advanced Orchestra (Full Year)**

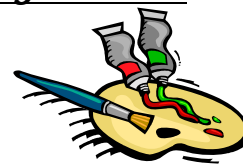
### **Daily Practice: 30 min/7 days a week**

(Prerequisite: Experience in 6<sup>th</sup> grade orchestra, several years of private instruction or an audition with the instructor). Students will refine skills previously learned and develop more advanced techniques for performance. Emphasis will be to:

Continue development of musicianship  
Learn ensemble rehearsal techniques  
Follow a conductor  
Develop self-confidence in solo-ensemble work  
Participate in concerts and festivals  
Experience solo and small group ensembles

**7<sup>th</sup> Grade Arts Rotation**  
**(Full Year – rotation of multiple classes)**

**Weekly Study Hours: 1**



The Arts Rotation will give students a chance to explore a variety of elective areas: art, computers, family & consumer sciences(FACS), and music. Students will be assigned 3 or 4 classes from the list. **Final decisions for course offerings in the rotation will be determined by enrollment and staffing.** A brief description of each area is listed below.

**Art 7**

Art production is the emphasis of this course. Students will solve visual problems through a variety of two-dimensional and three-dimensional experiences. Students will learn to analyze their own work and art work in general. Craftsmanship, the safe use of tools and materials, and art room safety practices are emphasized.

**Computers 7**

This course focuses on the selection and use of appropriate technology tools and resources to accomplish a variety of tasks and solve problems. This course is an extension of Introduction to Computers taught in 6<sup>th</sup> grade. Students will review skills associated with file management, touch typing, word processing, and electronic presentations. New concepts such as nonlinear presentation design and graphic design will be introduced. Students will use Turbo Typing, Microsoft Word, PowerPoint, Publisher, and Internet resources to complete assignments.

**Family and Consumer Sciences (FACS) 7**

In FACS, students will focus on practical life skills that affect families and individuals by studying units in foods and nutrition, sewing, consumerism, careers and finance. Students apply skills by preparing foods, making healthy dietary decisions as well as making individual projects that support learning in the various units of study. FACS supports students in preparation for the Middle School Assessments by applying academics to real-world issues.

**Music 7**

Students will gain a better appreciation of music through developing performance skills on keyboard and guitar as well as exploring music from a variety of world cultures and historical time periods. The students will be able to describe musical events in a given aural example, improvise and compose short pieces of music, and use a variety of traditional and not-traditional sound sources to create music.

**Contemporary Communications (Full Year)**

In this course, students will explore public speaking, print media, radio broadcasting, movies and television. Students will explore the history and evolution of each medium. This class may also include visual media (art) and the study of music and guitar. Decisions regarding course content will be based on enrollment and staffing.

**All elective course offerings will be based on staffing and enrollment.**

# GRADE 8



## Grade 8 REQUIRED COURSES

### **Algebra Prep**

**Weekly Study Hours: 2.5**

In Algebra Prep, students complete the development of skills and concepts needed to successfully begin the study of Algebra I in the ninth grade. The units of study include:

- Data and Patterns
- Number Systems
- Functional Relationships
- Geometry and Measurement
- Probability

Algebraic concepts introduced in the previous courses are reinforced and applied in new situations. Additional Algebra 1 indicators, especially those that are measured on the Algebra High School Assessment, will be covered. All concepts and skills are presented in the context of real life problem solving that requires reasoning, communication, and making connections. Students investigate concepts to extend their mathematical proficiency. The indicators are organized into instructional units accompanied by unit assessments that measure student progress as well as readiness for the next level mathematics course.

To meet the needs of all of our students, Frost will offer **enrichment** of the Algebra Prep objectives as well as **extensions** into some of the algebraic concepts of the eighth grade. These enrichment activities will provide the expected rigor of instruction while continuing the student's preparation for ninth grade Algebra.

### **Algebra I A/B**

**Weekly Study Hours: 2.5**

This class is intended for students who have been extremely successful in Math 7 or Investigations in Math. The units of study include:

- Equations and Inequalities in a Single Variable
- Introduction to Functions
- Linear Equations and Inequalities in Two Variables
- Systems of Equations and Inequalities
- Data Analysis and Probability
- Exponents and Polynomials
- Quadratic and Exponential Functions

Students in this course take the first state High School Assessment for Mathematics, which includes both algebraic and statistical topics. **This course satisfies the high school Algebra 1 requirement and the credit and final semester grades received will appear on the student's high school transcript.**

### **Double Period Algebra (based on teacher recommendation)**

This course is offered to students who are prepared to be successful in Algebra 1 in 8<sup>th</sup> grade, but who need additional reinforcement of both pre-requisite concepts and the on-going new Algebra topics and skills. This course assigns no homework and takes the place of one of the two 8<sup>th</sup> grade elective periods. The grade for this course will not appear on the student's transcript.

## **Honors Geometry**

**Weekly Study Hours: 2.5**

This is a course for students who have successfully completed the Algebra I course in grade 7. It is a course for students who have performed above average in Algebra 1. This course continues the sequence of high school mathematics offered in the middle school. The units of study include:

- Introduction to Geometry
- Reasoning
- Polygons
- Congruency
- Indirect Measurement
- Circles & 3-D Geometry
- Trigonometry

**Honors credit and final semester grades received will appear on the student's high school transcript.**

***\*Students will be enrolled in one of the above math courses based on test scores, math achievement, grades, and teacher recommendation. Please note: All Frost students are required to complete a math review packet prior to the first day of school.***

## **English 8**

**Weekly Study Hours: 2- 3**

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 in the Utopia unit. The William and Mary program offers students opportunities for stretching their minds by reading, discussing, and analyzing complex texts.

Students in English 8 examine language and literature in the context of exploring the world and new ideas. The four thematic units are Journeys, Community, Responsibility, and 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 such as Canyons, The Giver, Animal Farm, As You Like It, and Uglies.

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 formal county, state, and national assessments. Teachers will address the elements of each unit through the newly revised English/Language Arts Instructional Guide for Grade 8. The guide identifies the enduring understandings and essential questions of each unit and serves as a basis for the development of lesson plans.

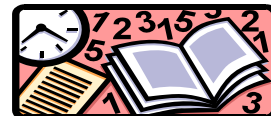


**Advanced English A/B****Weekly Study Hours: 3**

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. Anchor texts include *The Pearl*, *Chinese Cinderella*, *The Little Prince*, *The Narrative of the Life of Frederick Douglass* and *As You Like It*. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research. Students who earn semester grades of A or B will receive high school elective credit.

**Honors Earth Space Systems A/B (H ESS)****Weekly Study Hours 3.0**

H ESS is the 8th grade advanced science 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. The units studied are Solar Energy and Fluid Circulation (Meteorology, Oceanography, and Energy Transfer), Astronomy (Solar and Stellar Astronomy and Universe Theories), Restless Earth (Plate Tectonics, Earthquakes, and Volcanoes), Earth Materials and Processes (Geology, and Earth History/Global Change Earth History). Students engage in Science, Technology, and Engineering (STE) in order to propose solutions to identified problems. Successful completion of this course will earn the student 1 high school physical science credit.

**Advanced American History 8****Weekly Study Hours: 2 to 4**

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.

There are two major strands that run through each unit. The first strand is specific present-day content in geography, economics, government, or culture. The second strand is always history. The history strand progresses chronologically by unit with American History from 1763 to 1877 in grade eight. The four units for eighth grade are:

- Democracy: Political System of the People
- Creating a National Political System and Culture
- Expansive Geography – Sectional Economies
- A Nation Divided and Rebuilt

**Physical Education/Health 8****Weekly Study Hours: 1.0**

Students participate in movement skills and concepts, using the tactical games approach, which provides an opportunity for the development of understanding of invasion games, net/wall games, striking/fielding games and target games. Questioning throughout the lessons will prompt students to use critical thinking and problem solving skills. Students will be administered the FitnessGram test and use information from this test to develop health related fitness concepts. Students will also demonstrate the ability to use personal and social responsibility skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.



In addition, students will also participate in a required nine-week Health Education unit. A variety of units including: Mental Health; Tobacco, Alcohol and other Drugs; Personal and Consumer Health; Safety and Injury Prevention; Family Life and Human Sexuality; Disease Prevention and Control; and Nutrition and Fitness. Students will engage in a variety of activities that will strengthen their knowledge of health and improve their overall level of well being.

## **Grade 8 Electives**

<b>FOREIGN LANGUAGES</b>	<b>GENERAL INFO</b>	<b><i>Weekly Study Hours: 2.5</i></b>
The Montgomery County Board of Education allows students to earn credit for high school foreign language courses taken in middle school. As in high school, the semester final examinations will count no more than 25% of the semester grade. <b>Credit and final semester grades received will appear on the high school transcript.</b>		

### **Spanish 1B/ French 1B (Full Year - Prerequisite: Spanish 1A/ French 1A)**

The second half of Level 1 Spanish is taught in the eighth grade. In each class, listening, speaking, reading, and writing skills continue to be developed. As in Level 1A, the vocabulary and grammar are studied as a means to effective communication in real-life situations. Cultural aspects of the language are also integrated into the course. Theme areas in Level 1B include family, travel, community, house and current events. Students who successfully complete this class should enroll in Spanish 2 in the ninth grade.

### **Spanish 1 A/B (Full Year)**

### **French 1 A/B (Full Year)**

### **Chinese 1 A/B (Full Year)**

Students will move through the beginning foreign language program at an accelerated pace; these classes are consistent with a one year high school course. In this course, listening, speaking, reading, and writing skills are developed through repetitive exposure within thematic units. The vocabulary and grammar needed for these units are studied as a means to effective communication in real-life situations. Cultural aspects of the language are integrated into the studies. Theme areas include greetings, school, pastimes, numbers, clothing, weather, current events, food, travel, community, family and house. No prior knowledge of the language is necessary. Students who successfully complete this course should enroll in, French 2, Spanish 2, or Chinese 2 in the ninth grade.

### **Spanish 2 A/B (Full Year -Prerequisite: Spanish 1)**

### **French 2 A/B (Full Year -Prerequisite: French 1)**

### **Chinese 2 A/B (Full Year -Prerequisite: Chinese 1)**

Students enrolled in these programs will move through the foreign language class at an accelerated pace. Listening, speaking, reading, and writing skills continue to be developed. The theme areas started in Level 1 are expanded to include more extensive vocabulary and more advanced grammar. The prerequisite for this class is the completion of French 1, Spanish 1 or Chinese 1 in the seventh grade. Students who successfully complete this class should enroll in French 3, Spanish 3, Chinese 3 in the ninth grade.

## **MUSIC ELECTIVES**

## **Chorus/Instrumental Music General Info**

Participation in a minimum of two evening performances and the MCPS Festival is a grade requirement and is mandatory. In Instrumental Music, there are certain equipment costs that could be incurred. These will be explained in detail in the Instrumental Music Handbook.

### **Chorus (Full Year)**

**Daily Practice: 20 min/5 days a week**

The Frost Chorus is a mixed-grade performance group that sings together for the Full Year. Emphasis is placed on developing fundamental singing skills of: diction, breathing, breath support, tone production, pitch discrimination, and sight-singing. Students will develop musicianship and learn ensemble rehearsal techniques. Students will work with a wide variety of music as they prepare for performances in concerts, assemblies and community functions. Music theory will also be strongly encouraged and emphasized.



### **Intermediate Band (Full Year)**

**Daily Practice: 30 min/7 days a week**

Prerequisite: Several years of experience with school and/or private instrumental instruction. Students will refine skills previously learned and develop more advanced techniques for performance. Emphasis will be to:

- Develop musicianship
- Learn ensemble rehearsal techniques

- Perform in concerts
- Follow a conductor
- Perform with self-confidence

### **Advanced Band (Full Year)**

**Daily Practice: 30 min/7 days a week**

Prerequisite: By an audition with the director  
Students will further refine technical skills to:

- Develop musicianship
- Perform more difficult music
- Participate in concerts and festival
- Experience solo and small group ensembles
- Develop self-confidence through performances
- Learn ensemble rehearsal techniques
- Experience solo and small group ensembles
- Follow a conductor

### **Advanced Orchestra (Full Year)**

**Daily Practice: 30 min/7 days a week**

Students refine skills previously learned and develop more advanced techniques for performance. Emphasis will be to:

- Continue development of musicianship
- Learn ensemble rehearsal techniques
- Follow a conductor
- Experience solo and small group ensembles
- Develop self confidence in performing solo and ensemble work
- Participate in concerts and festivals
- Perform more advanced music
- Learn ensemble rehearsal techniques

## **ARTS ELECTIVES**

**Weekly Study Hours: 1.0**

### **Family and Consumer Sciences (FACS) (One Semester)**

FACS teaches many practical life skills through a variety of units. The travel unit allows students to practice decision-making skills while using a budget. Food preparation, ranging from nutritious snacks to full dinners, and learning healthy eating habits are emphasized in the foods unit. FACS supports students in preparation for the Middle School Assessments by applying academics to real-world issues.

### **Art 8: 2-Dimensional Art (One Semester)**

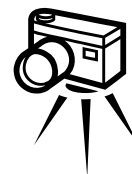
Students will utilize the elements and principles of art to analyze and create two-dimensional works of art. The class focuses on exploring a variety of two-dimensional media and techniques. Craftsmanship, the safe use of tools and materials, and art room safety practices are emphasized.

### **Specialty Art 8: Sculpture (One Semester)**

Students will utilize the elements and principles of art to analyze and create three-dimensional works of art. The course focuses on exploring a variety of three-dimensional media and techniques. Students are required to complete detailed sketches prior to constructing each project. Craftsmanship, the safe use of tools and materials, and art room safety practices are emphasized.

### **Photography (One Semester)**

This course introduces students to all aspects of photography. They will develop their own black and white film, and gain experience making prints in the darkroom. Digital lessons are also included. Shooting assignments include action, studio portraits, angles, special “f/x”, and more. This course will help prepare students for high school photography.



### **Computers Applications (One Semester)**

This course focuses on the selection and use of appropriate technology tools and resources to accomplish a variety of tasks and solve problems. This course introduces students to more advanced concepts in the field of computers. Webpage design and flash animations are just a few highlights of the course. Students will also review concepts taught in 6<sup>th</sup> and 7<sup>th</sup> grade such as file management, touch typing, word processing, graphic design, desktop publishing, and presentation design.

### **Software Applications by Design A & B (Full Year)**



Software Applications by Design A & B helps prepare students to take the 2007 Microsoft Office Specialist (MOS) certification core-level examinations for Microsoft Word, Excel, PowerPoint, and Access. This is a high school level course that will move at an accelerated pace. Final grades for this course will be reported on the high school transcript. Students who successfully complete the class and pass the final exam will receive 1.0 high school elective credit. Students design and complete word processing, desktop publishing, spreadsheet, database, and multimedia projects that reinforce the MOS standards taught throughout this course.

**All elective course offerings will be based on staffing and enrollment.**

# ***Parent Appeal Form***

**Student Name:** \_\_\_\_\_ **Student ID #:** \_\_\_\_\_ **Current Grade Level:** \_\_\_\_\_  
(Please Print)

**Parent's Name:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Home Phone:** \_\_\_\_\_ **Cell Phone:** \_\_\_\_\_

**Please complete your appeal for the appropriate subject area(s) and submit with registration form.**

## **MATH**

I understand that Robert Frost Middle School has recommended my child for \_\_\_\_\_.  
(Math Course)

However, I would like to appeal this recommendation and ask that my child be placed in \_\_\_\_\_.  
(Math Course)

## **ENGLISH**

I understand that Robert Frost Middle School has recommended my child for \_\_\_\_\_.  
(English Level)

However, I would like to appeal this recommendation and ask that my child be placed in \_\_\_\_\_.  
(English Level)

## **SCIENCE /SOCIAL STUDIES (please circle)**

I understand that Robert Frost Middle School has recommended my child for \_\_\_\_\_.  
(Science/ Social Studies Level)

However, I would like to appeal this recommendation and ask that my child be placed in \_\_\_\_\_.  
(Science/Social Studies Level)

## **READING**

I understand that Robert Frost Middle School has recommended my child for \_\_\_\_\_.  
(Course)

However, I would like to appeal this recommendation and ask that my child be placed in \_\_\_\_\_.  
(Course)

## **ACADEMIC SUPPORT CLASS**

I understand that Robert Frost Middle School has recommended my child for \_\_\_\_\_.  
(Course)

However, I would like to appeal this recommendation and ask that my child be placed in \_\_\_\_\_.  
(Course)

**Please complete your appeal for the appropriate subject area(s) and submit with the registration form**

**PARENTS:** Please attached this appeal to your child's registration form and submit by February 14<sup>th</sup>. After that date, class sizes will be determined and honoring requests for changes may not be possible. Responses will be mailed within 2-3 weeks. All registration form deadlines also apply to the appeal requests.

**Parent Signature**

**Date**

**Student Signature**

**Date**