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# Dr. Martin Luther King, Jr. Middle School

*Expect Excellence • Provide Excellence • Produce Excellence*

***An IB World School***



## Course Bulletin 2019-2020



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## DR. MARTIN LUTHER KING, JR. MIDDLE SCHOOL

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Dear Dr. Martin Luther King, Jr. Middle School Students and Families:

Welcome to registration season for the upcoming school year. Though we still have several months to complete of this current year, I am eager to begin planning for next school year and share with you the many academic opportunities for students to grow while at Dr. Martin Luther King, Jr. Middle School.

At Dr. Martin Luther King, Jr. Middle School, we strive for *Excellence* daily. Our staff creates learning opportunities and social experiences that allow students to *Expect Excellence, Provide Excellence, and Produce Excellence.*

In this course bulletin you will find detailed information about academic and elective course options available to students. Please take time to discuss with your child the courses they are eligible to take and are of interest to them in the coming year.

I invite you to attend our Parent Information Night on January 17, 2019 at 7:00 p.m. (snow date January, 24, 2019) to learn more information about our academic and elective course offerings, IB MYP and what it looks and sounds like in the classroom, as well as the registration process. Below are important dates related to the articulation process:

- ❖ **January 17, 2019-** Incoming Sixth Grade Parent Information Night, 7:00-8:30 p.m. (January 24, 2019 at 6:30 p.m. Snow Date)
- ❖ **January 24, 2019-** All Registration Forms are due (At the elementary schools, fifth grade teachers will collect forms each day leading up to the 25th).
- ❖ **May 23, 2019-** Panther Night, 6:00 p.m. An evening for incoming sixth grade students to meet one another and visit our school.
- ❖ **Summer 2019 -** Sixth Grade Orientation, 9:00-11:30 a.m. (Additional details will be provided this spring).

As a staff, we are excited to have the opportunity to learn about and teach your child and build a collaborative relationship with your family during the next school year.

Respectfully,

Christopher A. Wynne  
Principal

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As an International Baccalaureate World School offering the Middle Years Programme (IB MYP), Dr. Martin Luther King, Jr. Middle School embraces the IB philosophy. The IB MYP believes in developing the whole child to become knowledgeable, open-minded, caring, risk-takers, inquirers, balanced, principled, reflective, thinkers, and communicators. Thus, preparing them for college and/or career-related opportunities to make the world a more peaceful place to work and live. IB MYP provides all students the experience to learn with a global perspective encouraging them to make connections with self and the world. An emphasis of IB MYP is a focus on the equality of all eight-subject areas. Students are learning and developing a global perspective through all of their classes including learning a second language. The goal is to promote international – minded thinking and perspectives in our students. The courses outlined in this bulletin support our journey for offering all students access to a 21<sup>st</sup> Century education.

## The IB Learner Profile



The IB Learner Profile is the backbone and beginning place for all IB programs. It outlines the values that define the type of learner that IB students strive to be. Administration, teachers, parents, and students all learn about and focus on the Learner Profile. All learning and instruction are developed around fostering these attributes. IB learners are internationally minded individuals that strive to create a better world through understanding the world’s global interconnectedness and humanity.



## Approaches to Learning for an IB MYP Learner



As an IB World School, students will explore metacognition, the process of being aware and analyzing one’s own learning, through the Approaches to Learning (ATL) Skills. These skills provide a solid foundation for learning independently and in collaboration with peers and teachers. The ATL skills prepare students to better understand how they learn and how they can best express their learning as well as providing a common language for students and teachers can use to reflect on and articulate the process of learning. The ATL Skills also connect and build upon the Thinking and Academic Success Skills of Curriculum 2.0.

<b>I approach my learning <u>socially</u> by:</b>	<b>I approach my learning with <u>communication</u> by:</b>	<b>I approach my learning with <u>self-management</u> by:</b>	<b>I approach my learning with <u>thinking</u> by:</b>	<b>I approach my learning with <u>research</u> by:</b>
<p>Listening actively &amp; respectfully to others’ perspectives &amp; ideas</p> <p>Sharing responsibility for making fair &amp; equal decisions</p> <p>Taking responsibilities for my actions</p> <p>Managing &amp; resolving conflict when collaboratively working in teams</p> <p>Being a leader &amp; taking on different roles in a group</p>	<p>Giving &amp; receiving feedback</p> <p>Using a variety of media to converse with different audiences</p> <p>Negotiating ideas &amp; knowledge with peers &amp; teachers</p> <p>Reading critically</p> <p>Reading a variety of sources to get information</p> <p>Understanding &amp; using specific terms &amp; symbols from all classes</p>	<p>Keeping information &amp; materials organized in a logical system</p> <p>Planning &amp; using strategies to achieve personal and academic goals</p> <p>Practicing focus &amp; concentration to overcome distractions</p> <p>Practicing strategies to reduce stress &amp; anxiety</p> <p>Practice “bouncing back” after disappointment or failures</p> <p>Identifying strengths &amp; weaknesses</p>	<p>Identifying obstacles &amp; challenges</p> <p>Considering ideas from multiple perspectives</p> <p>Revising current understanding based on new information &amp; evidence</p> <p>Applying skills &amp; knowledge in unfamiliar situations</p> <p>Combining knowledge, understanding &amp; skills to create products or solutions</p> <p>Making connections between subjects</p>	<p>Making connections between different sources of information</p> <p>Collecting and analyzing data to identify solutions</p> <p>Processing data &amp; reporting results</p> <p>Evaluating &amp; selecting information sources/digital tools</p> <p>Ethically using information appropriately from a variety of sources or media</p> <p>Communicating information &amp; ideas effectively using a variety of media &amp; formats</p>

# Dr. Martin Luther King, Jr. Middle School

*Expect Excellence • Provide Excellence • Produce  
Excellence*

## Registration Information

2019-2020

Grade 6

*Dr. Martin Luther King Jr. Middle School is proud to offer a rigorous and challenging curriculum in order to build a purposeful, measureable, and successful middle school.*



Students in grade 6 will have the following courses to choose from:

1. English (one of the following):  
Advanced English 6  
ESOL Level 1 – 5
2. Language\* (one of the following):  
Developmental Reading  
Academic Literacy (Flex)  
READ 180  
French 1AB or Spanish 1AB
3. Math\* (one of the following):  
C2.0 Math 6  
C2.0 Investigations into Mathematics (IM)
4. Investigations in Science 6
5. Historical Inquiry/World Studies 6
6. Physical Education/Health
7. Electives\*\* (one of the following):  
Chorus  
Instrumental Music (Band or Orchestra)  
Arts Rotation - Art 6, ICT 6, Lights Camera Literacy (2 of the 3)

\* Recommendations for Language and Math courses will be based on current levels of study and standardized testing data.

\*\* Courses offered will be determined based on staffing.



# Dr. Martin Luther King, Jr. Middle School

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## Registration Information

2019-2020

Grade 7



*Dr. Martin Luther King Jr. Middle School is proud to offer a rigorous and challenging curriculum in order to build a purposeful, measureable and successful middle school.*

Students in grade 7 will have the following courses to choose from:

1. English (one of the following):  
Advanced English 7  
ESOL Level 1 – 5
2. Language\* (one of the following):  
Developmental Reading  
Academic Literacy (Flex)  
READ 180  
French 1AB or Spanish 1AB  
French 2 or Spanish 2 – for students who completed level 1 in grade 6
3. Math\* (one of the following):  
C2.0 Math 7  
C2.0 Investigations into Mathematics (IM)  
C2.0 Algebra 1 A/B
4. Investigations in Science 7
5. Historical Inquiry/ World Studies 7
6. Physical Education/Health
7. Electives\*\* (one of the following):  
Chorus (Men's Chorus, Women's Chorus)  
Instrumental Music (Band, Orchestra, General Music, or Guitar)  
Art 7 (including digital art)  
Computer-Aided Drafting and Design with Applied Robotic Engineering

\* Recommendations for Language and Math courses will be based on current levels of study and standardized testing data.

\*\* Courses offered will be determined based on staffing.

# Dr. Martin Luther King, Jr. Middle School

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## Registration Information

2019-2020

Grade 8

*Dr. Martin Luther King Jr. Middle School is proud to offer a rigorous and challenging curriculum in order to build a purposeful, measureable and successful middle school.*



Students in grade 8 will have the following courses to choose from:

1. English (one of the following):  
Advanced English 8  
ESOL Level 1 – 5
2. Language\* (one of the following):  
Developmental Reading  
Academic Literacy (Flex)  
READ 180  
French 1AB or Spanish 1AB  
French 2 or Spanish 2 – for students who completed level 1 in grade 7  
French 3 or Spanish 3 – for students who completed level 2 in grade 7
3. Math\* (one of the following):  
C2.0 Mathematics 8  
C2.0 Algebra 1 A/B  
C2.0 Honors Geometry A/B
4. Investigations in Science 8
5. Historical Inquiry/US History 8
6. Physical Education/Health
7. Electives\*\* (one of the following):  
Chorus (Men's Chorus, Women's Chorus)  
Instrumental Music (Band, Orchestra, General Music, or Guitar)  
Art 8 (including ceramics and sculpture)  
Introduction to Engineering Design

\* Recommendations for Language and Math courses will be based on current levels of study and standardized testing data.

\*\* Courses offered will be determined based on staffing.



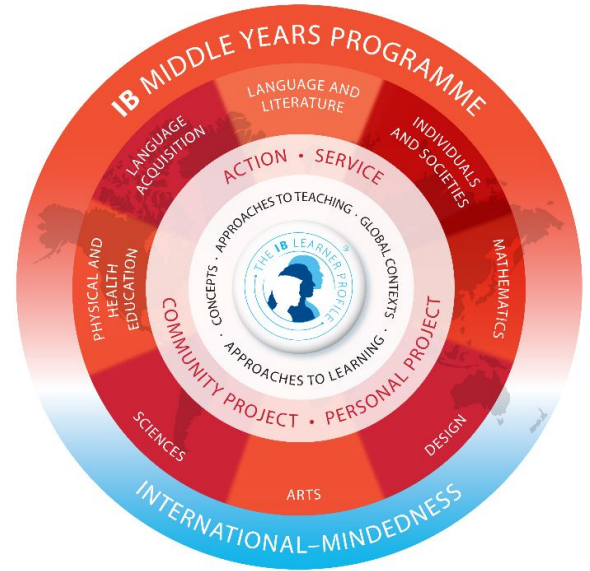
# Dr. Martin Luther King, Jr. Middle School

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## Program of Studies

All students are required to take the equivalent of seven full-year courses. As an IB World School offering the MYP, students are required to participate in the learning of all eight – subject areas. Each student is required to take the following courses:

- English (Language and Literature)
- World Language\* (Language Acquisition)
- Mathematics
- Social Studies (Individuals and Societies)
- Sciences
- Physical and Health Education
- An elective\*\* (Arts – Visual and/or Performing; Design – technology courses)



\*One of the major facets of the IB Middle Years Programme is creating internationally-minded communicators, which includes learning to communicate in more than one language. Therefore, all students who do not qualify for a reading intervention or an ESOL course will take a World Language course.

\*\*Elective courses are those selected by students and parents. Electives are designed to expand students' knowledge and interests. All elective course offerings are based on current enrollment, available resources, and are subject to change. Changes in staffing and/or insufficient interest in a particular class may result in the deletion of that elective and/or the substitution of another elective in its place. Additionally, students may be placed into electives due to their demonstrated need for enrichment or need for support.

## Middle School Courses Receiving High School Credit

High school credit bearing courses in middle school:

- Algebra A/B
- Honors Geometry A/B
- Spanish 1A/1B, 2A/2B, 3A/3B
- French 1A/1B, 2A/2B, 3A/3B
- Introduction to Engineering Design – Grade 8



Students may earn 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. In Algebra and Geometry courses, county-wide Progress Checks (PC) will count for 10% of the students' marking period grade and the format of each assessment will vary based on content. In World Language courses, teachers will use a combination of teacher created assessments and county developed Common Tasks to assess students. The credit and grade are recorded on the student's transcript during the first year of high school. Students may retake a high school course taken in middle school and will 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.

## **Possible Curricular Expenses and School Fees\***

### **Physical Education Uniforms**

Students and parents can purchase MLK PE Logo Clothing at the MLK Family Night Event in August, or purchase online until September 13, 2019. The web address for ordering MLK PE Clothing will be published in the August principal's parent information letter. Clothing ordered at MLK Family Night or online is delivered to the school and distributed to students. Students who choose not to buy MLK PE Logo Clothing can wear any combination of blue or gray clothing suitable for physical education. If students have MLK PE Logo Clothing from a previous year, it can be worn again in subsequent years. A sweatshirt, sweatpants, and an extra pair of shoes are advised for cooler weather.

- MLK PE Logo Clothing Costs\*:                      Shirt – \$15.00                      Shorts – \$15.00

### **Possible School Course Fees**

Listed below are possible curricular expenses depending on the student's course enrollment. If you are unable to pay a course fee, please contact Mrs. Vlasta Belt, School Financial Specialist, for a possible fee waiver or alternate payment arrangement.

Grade 6 – Outdoor Education\* – \$85.00

Grade 7 – CADD-ARE materials fee – \$3.00

Grade 7 – Men's Chorus uniform dry cleaning fee – \$5.00

Grade 8 – Men's Chorus uniform dry cleaning fee – \$5.00

## **Calculators for Middle School Math**

### **Calculators for Algebra and Geometry**

Students will need a TI-83 PLUS or TI-84 Plus graphing calculator. For geometry, it is recommended that students have their own calculator; however, the teacher will have a class set for student use. For algebra, students can rent calculators through a rental program if students cannot purchase them. The rental program is free; however, if students do not return the calculator in proper working condition, the student will be issued a financial obligation for the full price of the calculator. The current price\* of a TI-83/TI-84 PLUS graphing calculator is \$96.00. Students may wish to purchase their own calculator, as they will need one for high school math courses in the future.

### **Calculators for Math 6, Math 7, and IM**

Students will need a standard scientific calculator that they can leave at home to support with homework. The school will provide calculators that students can use in class.

*\*Projected fees for 2019-2020 may change. Parents and students will be notified in the event that this occurs.*

# Maryland State High School Diploma Requirements

For middle school students who enter Grade 6 prior to the 2018-2019 school year, high school courses completed successfully while in middle school will be included in the GPA calculation at the beginning of Grade 9. For students who enter Grade 6 during or after the 2018-2019 school year, the final grade and credit earned for high school courses successfully completed while in middle school will be reported on the high school transcript, but will not be calculated into the cumulative GPA, unless requested by the parent/guardian or by the student if 18 years old or married. Students/parents/guardians will be notified annually of procedures to follow in order to include such courses in their cumulative GPA.

Subject	Number of Credits Required
English	4 credits
Social Studies	3 credits (US History, NSL Government, and World History are required.)
Science	3 credits (Physical Science and Biological Science are required.)
Math	4 credits (Algebra and Geometry are required.) (New state requirement for students graduating in 2019 and later: Students must be enrolled in a math course each year in grades 9-12.)
Physical Education	1 credit
Health	0.5 credit
Fine Arts	1 credit (Selected courses in art, dance, and drama/theater satisfy this requirement.)
Technology Education	1 credit
**Foreign Language	2 credits + 2.5 credits in electives
**Advanced Technology	2 credits + 2.5 credits in electives
**Career Development	4-5 (credits in a state-approved Program of Study.) + .5 credits in an elective
Student Service Learning	75 hours (*See below for details.)

22 credits needed to graduate in addition to required high school assessments.

\*\*Students must complete one option to meet graduation requirements.

For the most current diploma and graduation requirements, please see the Montgomery County Public Schools website at <http://www.montgomeryschoolsmd.org>

## Student Service Learning

Students must earn a minimum of 75 Student Service Learning (SSL) hours before they graduate from high school. Hours may be accumulated through the following:

- Curriculum: Courses with service learning outcomes and activities are identified in the course descriptions. Students may earn all, part, or none of the identified hours based upon evidence of attainment of the service learning outcomes for the course.
- Community Organizations: Students may complete SSL hours through activities offered by approved organizations outside of the school setting and day. A listing of approved organizations can be found at <http://www.montgomerycountymd.gov/volunteercenter/volunteers/SSL.html>. If students would like to complete SSL hours through a non-approved organization, they may submit an individual student service learning request form available in the counseling office. Completed hours will be entered after submitting the appropriate reflection form by the established timelines. For additional information, see the MCPS SSL website, [www.montgomerycountyschoolsmd.org/departments/ssl/](http://www.montgomerycountyschoolsmd.org/departments/ssl/) or the student service learning coordinator at Dr. MLK MS.

# **English Language Arts**

## **Language and Literature**

### **Advanced English 6**

The Advanced English 6 curriculum consists of four thematic units: *Foundations*, *Adventures*, *Challenges and Barriers*, and *Artistic Choices*. Students read and analyze texts from multiple sources to understand audience, purpose, and language; to interpret meaning; and to evaluate the usefulness of a text. Writing is a major focus and emphasis is placed on argumentative, analytical, and narrative intents. Tasks for each unit ask students to utilize their reading, writing, speaking, and/or technology skills. The course also emphasizes advanced vocabulary and high-level abstract reasoning in discussion to help students develop their analytical and interpretive thinking skills.

### **Advanced English 7**

The Advanced English 7 curriculum consists of four thematic units: *Identity*, *A Sense of Place*, *Perspectives*, and *Expressions*. Students read and analyze texts from multiple sources to explore how writers develop characters, how setting impacts identity, how different perspectives convey messages, and how the way people express themselves reveals something about who they are. This course is writing intensive as students refine their skills in argumentative, analytical, and narrative writing. Group projects and literature circles are also incorporated to promote and practice collaborative discussion and problem solving.

### **Advanced English 8**

#### **Writing and Language 8A**

Writing and Language 8A is the first semester of Advanced English 8. The curriculum focuses on developing the skills students need to communicate effectively for a variety of purposes, audiences, and media. Students study literature and language as an integral part of the writing and revision process. Students write to explore their own thinking, engage in reflection, and improve their craft.

#### **Literature and Language 8B**

Literature and Language 8B is the second semester of Advanced English 8. The curriculum focuses on a careful study of how professional writers create stories and use language in thoughtful and deliberate ways. Students read short stories, novels, nonfiction, drama, and poetry and explore how writers use the same techniques students have practiced in their own writing. Students have opportunities to choose some texts based on their own interests and curiosities, to imitate the techniques of the writers they study, and to continue to hone their writing skills.

### **ESOL (English for Speakers of Other Languages)**

The ESOL program is designed for students whose native language is not English. Students enter the program based on their English Language Proficiency, which is determined by a test and teacher recommendations. Some students continue taking ESOL after elementary school while others can be placed into ESOL because they recently moved to the country; or were ESOL students in the past and are struggling in their content-area classes. ESOL course placement is based on students' fluency in speaking, reading, listening, and writing. The ESOL program supports all general education courses. Classes are taught in English only and academic competency is their primary goal.



## **Reading Interventions**

**Reading course placement is based on grades in previous classes, reading levels, MAP-R scores, and recommendations by teachers. Our reading interventions are designed to develop students into individuals who learn to read and then read to learn. The skills that are addressed in our reading intervention courses include decoding, fluency, vocabulary development, and comprehension. The study of a World Language is encouraged for all students in an IB Middle Years school; therefore, students who do not qualify for a reading course will be recommended for a World Language course.**

### **Developmental Reading**

This course is specifically designed for struggling readers who have not yet mastered decoding. The goals of this course are to increase fluency rates, enable students to decode basic sight words, and deepen student comprehension of informational and content-area texts.

### **FLEX Literacy**

The FLEX Literacy curriculum: addresses the needs of struggling readers through differentiated and comprehensive instruction that supports skill development, fluency, comprehension strategies, and writing-centered projects. The gradual-release model of instruction accelerates student learning through a digital, print, and project experience.

### **Read 180**

Read 180 is a research-based program that allows students to increase their reading ability through a three-station classroom. At one station, students receive direct instruction; at another station, students work independently using texts coupled with audiobooks; and at the last station, students utilize assistive computer technology. Instruction focuses on text comprehension, academic vocabulary, and writing skills.

## **World Language Language Acquisition**

**At Dr. Martin Luther King, Jr. Middle School students who exceed the requirements for a reading intervention will enroll in a World Language course. Students will earn high school credit in a World Language upon successful completion of the course. In order to promote fluency in a World Language, students will take classes in the same language throughout their time at MLK.**



### **French 1A/B**

**This course is open to sixth, seventh, and eighth graders who are reading at and above grade level and have been recommended for the course by their teachers. Students begin to learn to communicate orally and in written form, and derive meaning from the written and spoken language. The French 1A/B course is based on the following themes: *greetings, likes and dislikes, family, school, pastimes, food, clothing and stores, and house*. Students are taught and assessed in five skill areas: listening, speaking, reading, writing, and knowledge of culture.**

### **French 2A/B**

**This course is for students who have successfully completed French 1A/B.** The French 2A/B course builds on the same themes learned in 1A/B: expanding vocabulary and researching cultural components in addition to studying the past verb tense. Students learn about French culture and use this knowledge in order to effectively communicate in various contexts. After reviewing French 1 concepts, students study the following themes in the fall semester: *descriptions of self and others; celebrations, food and shopping, and school and classes*. In the spring semester, the themes are: *daily routines, childhood, camping, and health*.

### **French 3A/B**

**This course is for students who have successfully completed French 2A/B.** The French 3A/B course builds on the grammar and vocabulary learned in French 1 and French 2. The students continue to communicate in a variety of contexts about cultural themes. The topics in the fall semester are: *school, work, friends and family, and the great outdoors*. In the spring, students learn about *the news, ecology, travel, and the arts*.

### **Spanish 1 A/B**

**This course is open to sixth, seventh, and eighth graders who are reading at and above grade level and have been recommended for the course by their teachers.** Students begin to learn to communicate orally and in written form, and derive meaning from the written and spoken language. The Spanish 1A/B course is based on the following themes: *greetings, likes and dislikes, school, food, pastimes, family, house, and clothing and shopping*. Students are taught and assessed in five skill areas: listening, speaking, reading, writing, and knowledge of culture.

### **Spanish 2A/B**

**This course is for students who have successfully completed Spanish 1A/B.** The Spanish 2A/B course builds on the same themes learned in 1A/B: expanding vocabulary and researching cultural components in addition to studying the past verb tense. Students learn about Spanish culture and use this knowledge in order to effectively communicate in various contexts. After reviewing Spanish 1 concepts, students study the following themes in the fall semester: *school life, daily routines, shopping, and community*. In the spring semester the themes are: *childhood, emergencies, cooking, and travel*.

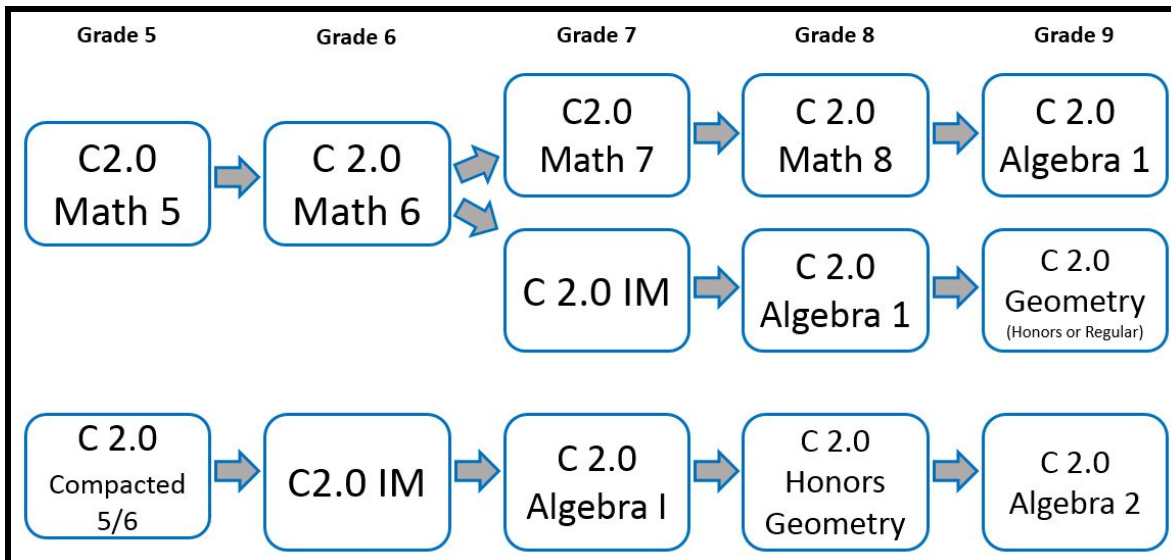
### **Spanish 3A/B**

**This course is for students who have successfully completed Spanish 2A/B.** The Spanish 3A/B course builds on the grammar and vocabulary learned in Spanish 1 and Spanish 2. The students continue to communicate in a variety of contexts about cultural themes. The topics in the fall semester are: *outdoors, fine arts, well-being, and friendship*. In the spring, students learn about *work and volunteering, the future, mysteries, and the planet*.



# Mathematics

Placement in mathematics courses depends upon student performance in previous math courses, Map-M data, as well as teacher recommendation. Here are the MCPS and Dr. MLKMS Math Pathways:



## **C2.0 Math 6**

Curriculum 2.0 Math 6 extends students' understanding of whole number and fraction concepts developed throughout the elementary grades. Instruction at this level will focus on four areas: (1) connecting ratio and rate to whole number multiplication and division using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notation of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. **Topics of study include:** *Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics and Probability.*

## **C2.0 Mathematics 7**

Curriculum 2.0 (C2.0) Mathematics 7 extends students' understanding of mathematical concepts developed in C2.0 Mathematics 6. Instruction at the level will focus on four areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Students who successfully complete this course will be ready for C2.0 Mathematics 8 in Grade 8, strengthening their foundation for the Common Core State Standards Algebra 1 in Grade 9. **Topics of study include:** *Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics and Probability.*

## **C2.0 Mathematics 8**

Curriculum 2.0 (C2.0) Mathematics 8 extends students' understanding of mathematical concepts developed in C2.0 Mathematics 6 and 7. Instruction at the level will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2)

grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students who successfully complete this course will be ready for C2.0 Algebra in Grade 9. **Topics of study include:** *The Number System, Expressions and Equations, Functions, Geometry, Statistics and Probability.*

### **C2.0 Investigations into Mathematics [IM] (Grades 6 or 7)**

Curriculum 2.0 (C2.0) Investigations into Mathematics (IM) extends students' understanding of mathematical concepts developed in C2.0 Mathematics 6 and accelerated the pace of instruction to prepare for C2.0 Algebra 1. This course compacts all of the Grade 7 Common Core State Standards and much of the Grade 8 Common Core State Standards into a single year. Students who successfully complete C2.0 IM are prepared for C2.0 Algebra 1 in Grade 8. The remaining Grade 8 CCSS are compacted into the C2.0 Algebra 1 course. Instruction for C2.0 IM will focus on four critical areas: (1) developing a unified understanding of number, recognizing fractions, decimals (including both those that have a finite or a repeating decimal representation), and percents as different representations of rational numbers; (2) using linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; (3) comparing two data distributions and reasoning about differences between populations; (4) analyzing geometric relationships in order to solve real-world mathematical problems. **Topics of study include:** *Rational Numbers and Exponents, Proportionality and Linear Relationships, Statistics and Probability, and Creating, Comparing, and Analyzing Geometric Figures.*

### **C2.0 Algebra I A/B (Grades 7 or 8)**

Curriculum 2.0 Algebra 1 is designed to analyze and model real-world phenomena. Exploration of linear, exponential, and quadratic functions forms the foundation of the course. This is a high school course and will satisfy the high school Algebra 1 requirement upon successful completion of both semesters of the course. **Topics of study include:** *Relationships between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Quadratic Relationships, and Generalizing Function Properties.* In Algebra, county-wide Progress Checks (PC) will count for 10% of the students' marking period grade and the format of each assessment will vary based on content.

### **C2.0 Honors Geometry A/B (Grade 8)**

C2.0 Geometry formalizes and extends students' geometric experiences from the elementary and middle school grades. Students explore more complex geometric situations and deepen their understanding of geometric relationships, progressing towards formal mathematical arguments. Instruction at this level will focus on the understanding and application of congruence as a basis for developing formal proofs; the relationship among similarity, trigonometry, and triangles; the relationship between two – and three-dimensional objects and their measurements; exploration of geometric descriptions and equations for conic sections; and application of geometric concepts in modeling situations. This is a high school course; students will earn high school credit upon successful completion of both semesters of the course. **Topics of study include:** *Congruence, Similarity, Right Triangles, and Trigonometry, Circles, Expressing Geometric Properties with Equations, Geometric Measurement and Dimension, and Modeling with Geometry.* In Geometry, county-wide Progress Checks (PC) will count for 10% of the students' marking period grade and the format of each assessment will vary based on content.

*\* Note: Students interested in the Richard Montgomery International Baccalaureate Program, the Poolesville Global Ecology Program, or the Poolesville Science and Math Magnet must successfully complete Algebra 1 by end of eighth grade.*



## Historical Inquiry /World Studies Individuals and Societies

### **Historical Inquiry/World Studies 6**

Historical Inquiry/World Studies 6 consists of four units. The themes of these units are: patterns of settlement in the ancient and modern worlds, citizenship and governance in classical and modern times, the impact of economics, and past and present cultural systems. Each unit focuses on present day issues as well as ancient history up to about 1000 CE. Throughout this course of study, students will be introduced to the idea that history is based on interpretation of the past through evidence. Students will learn the difference between primary and secondary sources and will spend time examining and interpreting a variety of evidence and resources to make conclusions about ancient civilizations. Making and defending claims and conclusions through facts, evidence and logical thinking is one particular strategy students in Advanced World Studies 6 will learn and practice. Students will build on this knowledge in Advanced World Studies 7 and Advanced U.S. History 8.

### **Historical Inquiry/World Studies 7**

The four units of Historical Inquiry/World Studies 7 include topics such as the impact of geography in Meso-America, conflict and power during feudal times, the role of trade in Africa and the interconnected world. The period of early modern world history and comparisons between this history and current events is also a part of the seventh grade Advanced World Studies curriculum. Throughout this course of study, students will be taught and encouraged to engage in historical thinking. This involves analytical reading and interpretation of primary and secondary sources (evidence) and work with making and defending claims and conclusions through facts, evidence and logical thinking. For example, students in Advanced World Studies 7 will compose several multi-paragraph arguments on events and topics such as the Crusades and political systems in African history.



### **Historical Inquiry/US History 8**

The curriculum for Historical Inquiry/U.S. History 8 investigates four critical periods of America's past, including the colonial and American Revolutionary period, the early national period, geographic and economic expansion in the 19th century, sectionalism, the Civil War and Reconstruction. Each of the four units also involves comparisons of early American history with selected events and issues in the present. This course of study is partly based on the curriculum and historical thinking strategies used in Advanced Placement (AP) history courses at the high school level in MCPS. Students in Advanced US History 8 are taught and encouraged to investigate historical questions and controversies through a variety of sources (evidence). Historical interpretation and argumentative thinking and writing are heavily emphasized. For example, students in Advanced US History 8 will compose multi-paragraph arguments about why the founders of the U.S. allowed slavery to continue when they wrote the Constitution, and why southern states seceded from the Union after Lincoln's election to the Presidency.

## Dream Makers

### **Dream Makers**

The Dream Makers program is designed to support students who are not demonstrating adequate academic progress in the general education program. Students receive direct instruction in study skills, effective organization and work/study habits, literacy skills, and learning strategies. They also receive guidance, mentoring, and progress monitoring designed to support school success. Students are identified for participation in the program based on the presence of one or more of the following criteria: academic ineligibility for two consecutive quarters, social interactions that negatively impact their learning, low academic performance resulting from poor organization or study skills, and/or attendance concerns.

## Special Education

**For Special Education students at Dr. Martin Luther King, Jr. Middle School, all course decisions are decided during the Annual Review by the IEP team, which includes the parents. All students participate in the general education curriculum and may be enrolled in co-taught, supported, or self-contained courses.**

### **Resource**

Resource is a self-contained academic support class which affords students an opportunity to improve their skills in the following areas: organization, self-advocacy, accommodation use, assignment completion, test taking strategies, and fundamental math, reading and writing skills.

## Science

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

IS6 is a problem/project based learning curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS6 center around topics related to *matter and its interactions, ecosystem dynamics, human impacts on the environment, energy, and waves*. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.



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

Like 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. Units studied in IS7 center around topics related to *cellular processes, structure and function in living things, genetics, Earth's history, and biological evolution*. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

### **Investigations in Science 8 (IS 8)**

Like IS6 and IS7, IS8 is a project based learning curriculum. Instruction is interwoven around a relevant problem 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 IS8 are centered on topics related to *force and motion interactions, Earth, the Solar System and the universe, weather and climate, and Earth's materials and systems*. Students engage in science, technology, engineering and mathematics (STEM) in order to propose solutions to identified problems.

# **Physical Education and Health**

**Physical education classes are co-ed. Students are expected to change into PE clothes of blue sweat pants or shorts, gray sweatshirt or t-shirt, and athletic shoes to actively participate in class.**



## **Physical Education/Health - Grade 6**

The physical education program is designed to provide students with a variety of physical activities that will contribute to skill development, physical fitness, social and emotional growth, knowledge of self, and team activities. The emphasis in the sixth grade is on the development of a strong skill base. Developmental activities may include *tumbling, cross country, weight training, jump rope, and line dance*. Other activities may include *soccer, basketball, pickleball, volleyball, bowling, softball, and badminton*.

The sixth grade comprehensive health education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course, which replaces one quarter of the physical education curriculum, includes the following four units of instruction: mental and emotional health; alcohol, tobacco and other drugs; personal and consumer health; and safety and injury prevention.

## **Physical Education/Health - Grade 7**

The physical education program is designed to provide students with a variety of physical activities that will contribute to skill development, physical fitness, social and emotional growth, knowledge of self, and team activities. The emphasis in seventh grade is on continuing the development of a strong skill base, while adding more program variety. Additional developmental activities may include *aerobics, bocce, wrestling, and track and field*. Team sports may include *flag football, lacrosse, floor hockey, Frisbee games, and speedball*.

The seventh grade comprehensive health education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course, which replaces one quarter of the physical education curriculum, includes the following five units of instruction: mental and emotional health; alcohol, tobacco, and other drugs; personal and consumer health; family life and human sexuality; and disease prevention and control.

Parents of Grade 7 students will receive information about the family life and human sexuality unit and the disease-prevention and control unit of instruction prior to the start of classroom instruction. Information about responsibilities of families, components of healthy relationships, responsive decision-making are included in the family life and human sexuality unit. The disease unit includes information about sexually transmitted diseases and infections, including HIV/AIDS. Parents must sign a permission form checking “Yes” for their child to participate in these units of instruction. Parents who object to the content of this instruction will check “No” on the parent permission form and the child will be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education that does not include information about human sexuality or disease prevention, including HIV/AIDS.

## **Physical Education/Health - Grade 8**

The physical education program is designed to provide students with a variety of physical activities that will contribute to skill development, physical fitness, social and emotional growth, knowledge of self, and team activities. The emphasis in the eighth grade is on expanding skills and strategies learned in previous years, and introducing additional recreational activities. The program is enriched by offering *tennis, archery, table tennis, team handball, and indoor soccer.*

The eighth grade comprehensive health education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course, which replaces one quarter of the physical education curriculum, includes the following five units of instruction: alcohol, tobacco and other drugs; personal and consumer health; family life and human sexuality; safety and injury prevention, and nutrition and fitness.

Parents of Grade 8 students will receive information about the family life and human sexuality unit of instruction prior to the start of classroom instruction. Information about components of healthy relationships, human reproduction, sexual limits and responsible decision-making, contraception methods, gestation, prenatal care and parenting skills are included in Grade 8 health education. Parent must sign a permission form checking “Yes” for their child to participate in these units of instruction. Parents who object to the content of this instruction will check “No” on the parent permission form and the child will be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education.

## **Electives**

### **Visual Arts, Performing Arts, Design-Technology**

**All students will choose one elective course. Electives are designed to allow students to explore a wide variety of topics that may not be found in their core academic subjects. The availability of elective courses is based on student enrollment and staffing. Insufficient interest may result in the deletion of an elective and/or the substitution of another elective in its place. The majority of elective options are available based on the student’s grade level. Descriptions of all elective courses are found below, organized by subject-alike courses.**

**Sixth grade students may choose one of the full year elective courses or two of the semester elective courses.**

- Chorus (Full year)
- Beginning Band (Full year)
- Beginning Orchestra (Full year)
- Arts & Technology (Students will take 2 of the 3 semester-long courses.)
  - Art 6
  - Information and Communication Technology 6
  - Lights Camera Literacy 6

**Seventh grade electives are full year courses.**

- Women’s Chorus
- Men’s Chorus
- Intermediate or Advanced Band
- Advanced Orchestra



### **Seventh grade electives are full year courses continued...**

- General Music or Guitar
- Art 7
- Computer-Aided Drafting and Design with Applied Robotic Engineering (CADD-ARE)

### **Eighth grade electives are full year courses.**

- Women's Chorus
- Men's Chorus
- Intermediate Band
- Advanced Orchestra
- General Music or Guitar
- Art 8
- Introduction to Engineering Design

## **Art Visual Arts**

### **Lights, Camera, Literacy! – LCL6**

Lights, Camera, Literacy increases literacy in both written and visual text, improves collaboration skills, builds confidence and motivation, and provides opportunities for high level thinking via specific strategies. Students will transfer their skills as viewers of film to skills on the written page, as well as learn how to read visual text and create effective visual communications. The course focuses on all three areas of the MCPS Moving Image Education: integrating, deconstructing, and creating the moving image. Students will then transfer reading skills such as inference from screen to script to page to book. They will use critical thinking skills and explore new vocabulary in the areas of lexicography, chess and film. Students will deconstruct information at the literacy, dramatic, and cinematic levels. Throughout the course, students will reflect on their learning through student to student discourse and journal writing. They will work collaboratively to apply the various skills and use technology to produce an authentic product, a short film.

### **Art 6**

Students in this beginning level art class will be introduced to a variety of art materials, creative processes, and vocabulary. Creativity, critical thinking, and communication are strengthened throughout the course. Students review fundamental design skills by using art elements and design principles to create compositions. They will experience a variety of media, including drawing, painting, printmaking, sculpture, ceramics, and crafts. These media are explored and manipulated to create artworks that communicate personal meaning. Students will have opportunities to make connections to global cultures and develop visual literacy skills.

### **Art 7**

Students in this intermediate level art class expand their knowledge of materials and techniques. Students also use their personal reactions and responses as a focus in their artwork. Creativity, innovation, critical thinking, communication, and collaboration continue to be developed throughout the course. Grade 7 units include design, drawing, painting, ceramics, sculpture, printmaking, collage, and digital art. The units require students to express personal identity, make aesthetic choices, and initiate social action. Students will continue to build their visual literacy and design skills by using the art elements and design principles to analyze the environment and artworks.

## **Art 8**

Students in this advanced level art class refine their skills and develop their own artistic style. Students continue to explore the role of artists in the past and their influence on contemporary society. Students improve craftsmanship and refine creative processes through units in design, drawing, painting, ceramics, sculpture, printmaking, and collage. The units cover art history and techniques using masterworks as inspiration. Creativity, critical thinking, communication, and collaboration are further refined throughout the course as students are presented with opportunities to create art that expresses individual experiences, communicates visual messages, and solves contemporary challenges in innovative ways.

## **Technology and Design** **Design**

### **Information and Communication Technology 6 – ICT6**

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

### **Computer-Aided Drafting and Design with Applied Robotic Engineering (CADD-ARE)**

This hands-on course is recommended as a prerequisite for enrolling in Introduction to Engineering Design A/B in Grade 8. Students experience real-world problem solving in a laboratory setting. They design, build, and program robots to solve engineering challenges. Mathematics, science, and technology concepts are applied throughout the course to support the engineering processes involved in robotic development. *The course related fee for CADD-ARE is \$3.00. The course related fee charged to students funds additional materials used by students during class.*

### **Introduction to Engineering Design**

The IED class develops students' problem-solving skills, with emphasis on visualization and communication skills using a computer and a 3-D solid modeling software. This course emphasizes the development of a design using computer software to produce, analyze, and evaluate models of projects and solutions. Students will study the design concepts of form and function and then use state-of-the-art technology to translate conceptual design into reproducible products. Students who successfully complete both semesters will earn one high school technology credit toward graduation.

***Engineering Pathway:*** *Student have the option to participate in the three-year engineering pathway or chose different electives each year. The courses are not prerequisites for the following class; each is a unique curriculum. In sixth grade students take Information Communication Technology (ICT6), in seventh grade students take Computer Aided Drafting and Design (CADD) with Applied Robotic Engineering, and in eighth grade students will take Introduction to Engineering Design (IED).*

# **Choral and Instrumental Music**

## **Performing Arts**

### **Beginning Orchestra**

This course provides opportunities to begin or continue the study of an orchestral string instrument (violin, viola, cello, or bass). Instruction covers basic tone production, music reading, and the development of performance skills. Emphasis is on the development of musical concepts, the production of a characteristic tone, and the acquisition of effective practice habits. Some students use this course to learn a second instrument. Some instruments are available for loan to students who cannot provide their own. Parents are required to sign a form signifying that they will be financially responsible for any damage to a loaned instrument. There is a “uniform” dress requirement of black pants/skirt and white shirt/blouse for performances.

### **Advanced Orchestra** (*Prerequisite: Approval of Director*)

This course is open to all students who are proficient at the Intermediate level on the violin, viola, cello, or string bass. In Orchestra, students have further opportunities to develop technical proficiency and improve rehearsal techniques. Wider ranges of dynamics are developed and various orchestra bowings are introduced. The study of harmony and ear training are introduced, and students continue to develop improved rehearsal techniques. Students learn the characteristics of musical style and begin to acquire a repertoire of orchestral music. Exploratory experiences may be offered in solo/ensemble performance. This Orchestra class is organized as a string orchestra, with provisions for the occasional addition of winds and percussion. This orchestra represents the school in public performances. There is a “uniform” dress requirement of black pants/skirt and white shirt/blouse for performances.

### **Beginning Band**

*Student’s whose skills meet the criteria, may be placed in Advanced Band with the approval of the Director.* This course provides opportunities for incoming sixth graders to begin or continue the study of a band instrument. Instruction covers tone production, note reading, music terms, vocabulary, and the development of performance skills required in an ensemble setting. Instruments include: flute, oboe, bassoon, clarinet, saxophone, trumpet (cornet), French horn, trombone, baritone horn, tuba and percussion. There is a “uniform” dress requirement of black pants/skirt and white shirt/blouse for performances.

### **Intermediate Band**

Students continue to develop musical skills required to further develop skills on their band instrument. In addition, they learn to maintain an independent part in a large ensemble while following a conductor. Emphasis is on the development of performance concepts. All students with some experience and the ability to read music are welcome. This course also provides the opportunity to begin the study of a band instrument for seventh and eighth grade students. There is a “uniform” dress requirement of black pants/skirt and white shirt/blouse for performances.

### **Advanced Band** (*Prerequisite: Approval of Director*)

In this course, students have further opportunities to develop technical proficiency and improve rehearsal techniques. Wider ranges of dynamics are developed, and the study of harmony and ear training are introduced. Students learn the characteristics of musical style and begin to acquire a repertoire of band literature. Students start to assume leadership roles within the large performing ensemble. Exploratory experiences may be offered in orchestra, stage band, and in solo/ensemble performance. This band represents the school at public performances. There is a “uniform” dress requirement of black pants/skirt and white shirt/blouse for performances.

### **General Music – Jam Band (Guitar, Piano, Bass Guitar, Drums)**

This is a course designed for students with little or no experience playing the guitar, bass guitar, keyboards, and/or drum set. Students will have the opportunity to experience learning multiple instruments. Students taking this course for the second year will be able to pick a focus instrument for study or study each instrument at an intermediate level. Fundamental concepts explored in the class will include instrument specific skills and technique as well as reading music notation and tablature. Students will learn in both an individual and band group setting. By the end of the year, students will be playing simple to intermediate folk, pop, and rock songs. Instruments are provided by the school.

### **General Music – Advanced Jam Band (Guitar, Piano, Bass Guitar, Drums)**

*(Prerequisite: General Music – Jam Band or approval by director)*

This is a course designed for students to expand on their knowledge and skills for playing the guitar, bass guitar, keyboards, and/or drum set. Students will have the opportunity to experience learning multiple instruments or may select a focus instrument for study at an intermediate to advanced level. Intermediate concepts explored in the class will include instrument specific skills and technique as well as reading music notation and tablature. Students will learn in both an individual and band group setting. By the end of the year, students will be playing intermediate to advanced folk, pop, and rock songs. Instruments are provided by the school.

### **Sixth Grade Chorus** (Combined Young Men and Women)

The sixth grade chorus is open to all interested students who have a love for singing and performing. Students will create, perform, and respond to music in a variety of styles/genres. Students will develop the fundamentals of proper vocal technique and choral singing in relation to posture, breath control, tone, intonation, diction, blending, singing in harmony, music literacy, and sight-singing. Students will primarily sing state level 2 music. Concerts are the culmination of many hours of hard work and provide opportunities for students to demonstrate mastery of the knowledge and skills built in class. Two to three evening performances and some out of class work are required in this class, and therefore, part of the student’s grade. This chorus will represent the school at county and state festivals. There is a dress requirement for performances.

### **Seventh Grade Women’s Chorus**

The Women’s Chorus is open to all interested students who have a love for singing and performing. Students will create, perform, and respond to music in a variety of styles/genres. Students will continue to develop the fundamentals of proper vocal technique and choral singing in relation to posture, breath control, tone, intonation, diction, blending, singing in harmony, music literacy, and sight-singing. Students will primarily sing state level 2 and 3 music. Concerts are the culmination of many hours of hard work and provide opportunities for students to demonstrate mastery of the knowledge and skills built in class. Three to four evening performances and some out of class work are required in this class, and, therefore, part of the student’s grade. This chorus will represent the school at county and state festivals. There is a dress requirement for performances.

### **Eighth Grade Women's Chorus**

The Women's Chorus is open to all interested students who have a love for singing and performing. Students will create, perform, and respond to music in a variety of styles/genres. Students will continue to develop proper vocal technique and choral singing in relation to posture, breath control, tone, intonation, diction, blending, singing in harmony, music literacy, and sight-singing in multiple keys and parts. Students will primarily sing state level 3 music. Concerts are the culmination of many hours of hard work and provide opportunities for students to demonstrate mastery of the knowledge and skills built in class. Three to four evening performances and some out of class work are required in this class, and therefore, part of the student's grade. This chorus will represent the school at county and state festivals. There is a dress requirement for performances.

### **Men's Chorus (7<sup>th</sup> and 8<sup>th</sup> grade)**

The Men's Chorus is open to all interested students who have a love for singing and performing. Students will create, perform, and respond to music in a variety of styles/genres. Students will continue to develop the fundamentals of proper vocal technique and choral singing in relation to posture, breath control, tone, intonation, diction, blending, singing in harmony, music literacy, and sight-singing. Students will primarily sing state level 2 and 3 music. Concerts are the culmination of many hours of hard work and provide opportunities for students to demonstrate mastery of the knowledge and skills built in class. Three to four evening performances and some out of class work are required in this class, and, therefore, part of the student's grade. This chorus will represent the school at county and state festivals. There is a dress requirement for performances. *The course related fee for Men's Chorus is \$3.00. The course related fee charged to students helps to fund uniform dry cleaning after performances.*