Eastern Middle School Mission

Eastern Middle School is committed to building a foundation for the success of all students by developing respectful relationships, providing rigorous instruction, and maintaining high expectations.
Dear Eastern Students and Parents,

Welcome to Eastern Middle School. This course booklet provides an overview of the instructional program offered at Eastern and includes a general description of the required courses, elective options, and special programs available to our students.

Our mission at Eastern Middle School is to build a foundation for the success of all students by developing respectful relationships, providing rigorous instruction, and maintaining high expectations. We believe that the program of studies that is available to every student at Eastern Middle School supports this mission.

Eastern Middle School is fortunate to have highly competent and dedicated teachers, counselors, administrators, and support staff who provide a rigorous instructional program and extended learning opportunities for students.

I encourage families to use this booklet to facilitate decision making and long range planning for the most challenging and rigorous courses possible for a successful middle school experience.

I look forward to working with you throughout your Eastern Middle School experience!

Respectfully,

Casey B. Crouse
Proud Principal Eastern Middle School
2014-2015 Contact Information

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<tr>
<th>DEPARTMENT</th>
<th>DIRECT #</th>
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<tr>
<td>Main Office</td>
<td>301.650.6650</td>
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<tr>
<td>Ms. Crouse Principal</td>
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<tr>
<td>Ms. Sandall Assistant Principal</td>
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<td>Mr. Haynes Assistant Principal</td>
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<td>Ms. Bonnet Administrative Assistant</td>
<td>301.650.6670</td>
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<td>Counseling Office</td>
<td>301.650.6660</td>
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<tr>
<td>Ms. Petty Res. Counselor (8th Grade)</td>
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<td>Ms. Keene-King Counselor (7th Grade)</td>
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<td>Ms. Rivera Counselor</td>
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<td>Dr. Rynn Counselor (6th Grade)</td>
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<td>Ms. Kohler Secretary/Registrar</td>
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<td>Humanities Office</td>
<td>301.650.6654</td>
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<tr>
<td>Mr. Kerwin Magnet Coordinator</td>
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<td>Ms. Vactor Secretary</td>
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General Information

Core Courses
All students are required to take English, Mathematics, Science, World Studies, Physical Education and Health. These six core courses are required at all grade levels. The content of each core course follows the curricular guidelines and expectations for all middle schools in Montgomery County Public Schools.

Electives
In order to increase the opportunity for exploration, we offer electives in a variety of ways. Electives are offered on a quarterly, semester or year-long basis. The final offering of elective courses is determined by enrollment and staffing.

Academic Support Electives
Students at risk for not meeting grade level standards will be assigned an appropriate academic support class in reading and/or mathematics. This academic support class is designed to diagnose skill weaknesses, remediate basic skills, and accelerate a student’s academic program. Classes are designed to be small with low student-teacher ratios. A student can be assigned for as short as one semester or as long as a year.

Optional After-School Courses
We recognize that for a variety of reasons many students may have limited opportunities in the seven-period schedule to participate in electives courses. In order to create more opportunities for elective participation we will be offering BAND, FRENCH 1 A/B and SPANISH 1 A/B in an extended-day block. These classes will follow the MCPS curriculum and students that participate will earn a grade and credit. The courses will be scheduled every Tuesday, Wednesday and Thursday from 2:45PM – 4:05PM. Students can enroll in ONE after-school course. Transportation will be provided (pending budget approval).

Student Service Learning (SSL) Opportunities
Student Service Learning (SSL) helps students learn and develop through active participation in thoughtful, structured, and organized service that meets a recognized community need. Each student is required to earn 75 hours of student learning service credits by the time he or she graduates from high school. Thirty hours are built into the middle school curriculum when students complete service projects in Grade 6 Science, Grade 7 English, and Grade 8 World Studies. Through full participation in these SSL activities and completion of these courses, 10 SSL hours are awarded at the end of each middle school year. Students may begin earning SSL hours during the summer following the completion of fifth grade. Middle school students may earn additional SSL hours by volunteering to work at organizations approved by the school system. Eastern’s SSL Coordinator provides information on SSL opportunities throughout the school year.

Academic Programs

Gifted and Talented (G/T) Program
Gifted and Talented (G/T) programming and instruction offer differentiated studies for the highly able and potentially high-achieving students who are motivated to pursue rigorous and challenging instruction. This programming provides content and instruction that match the students’ abilities, achievement levels, and interests. We urge all students who have the capability, motivation, and/or potential to accept the challenge of Gifted and Talented instruction to take advantage of these
opportunities. Students receiving Gifted and Talented programming are expected to maintain at least a “B” average. Students who receive a grade of “C” in a G/T class at the end of the first marking period of the semester are counseled about ways to improve their performance and supported in that effort by school staff and parents. Students who receive a grade of “D” or “E” over two consecutive marking periods are considered for removal from Gifted and Talented programming.

Humanities and Communication Magnet Program
This three-year course of study is open to highly gifted and highly motivated students from throughout Montgomery County who applied, tested, and were selected during their fifth grade year. The goal of the program is to provide a rigorous and challenging interdisciplinary program with an emphasis on reading and writing, world studies, and media productions. Students are enrolled in Magnet program classes for a portion of their schedules. They are scheduled into science, math, and world language as appropriate to their abilities. For most, these are accelerated or G/T classes. Students are also enrolled in physical education class by grade level, and they have the variety of electives offered all Eastern Middle School students from which to choose over the course of their three years in middle school. Please refer to the program’s Scope and Sequence available on the website.

ESOL (English for Speakers of Other Languages)
ESOL is offered to help the world-born student learn enough English to function linguistically and culturally in school and in the mainstream of American society. Lessons integrate the four language skills of listening, speaking, reading, and writing and have a strong structural or grammar base while presenting aspects of culture in the home, school, and community. Functional language and real-life situations are used so that the language learned is applicable to daily life. Language testing is administered to determine eligibility for the ESOL program. An eligible student may be assigned either one or two class periods of ESOL, depending upon need.

ESOL-METS Program
The METS program is a special component of the general ESOL program. It is designed to meet the special needs of students who are recently arrived immigrants and who have had interrupted schooling in their own countries. This program offers a core curriculum of basic reading, social studies, and mathematics. METS students also take one or two periods of ESOL each day. In this way they are prepared to enter the mainstream of the school.

Special Education Program
Students with disabilities have Individualized Education Programs (IEPs) that provide specialized instruction to address their academic needs. Data for present levels of performance are used to develop goals and objectives that allow students to receive the required supports, services, and accommodations they need. All students, regardless of their cognitive functioning, must have opportunities to receive instruction designed to foster their involvement and progress in the general curriculum. Utilizing strategies that will enable students to make reasonable progress on their IEP goals relative to the content standards is a primary area of focus.
Support Services

Counseling Services
While at Eastern, students will be assigned to a counselor who will help them in three major areas: academic achievement, career and educational planning, and personal and social development. Eastern Middle school counselors deliver a comprehensive program that focuses on the academic personal social and career development of all students. We support the school wide vision for academic excellence. Services are provided through a combination of direct counseling interventions (individual and small group), as well as classroom guidance activities and instruction. We are strategically aligned with state and local mandates and the MCPS mission.

Mentoring
Students in need are assigned a mentor in the school who provides a support system outside his or her academic area. The students select mentors with input from the administrator or the guidance counselor. Additional information about this program is shared with students during the school year. Mentors are committed staff members or members of the community. To volunteer to be a mentor for a student, please call Mr. Haynes at (301) 650-6650.

Level I Alternative Program
The Level I Alternative Program is a support strategy utilized to assist students in managing their own academic behaviors. Students that participate in the program are assigned to the Level I Alternative Program as one of their elective classes. During this period the students work on study habits, break down large assignments into manageable chunks organized on a completion time line and work on developing positive classroom behaviors. The program coordinator works closely with each student's teachers and counselor. Students may also be assigned for a short-term basis to the Level I Alternative Program after an extended absence to receive assistance completing make-up work.

The School Library Media Program
The library media program provides access to ideas, information, and learning opportunities that enable each student to function effectively in an information-based society. Media center experiences are designed to teach literacy skills, media production, and literature appreciation using strategies that meet the needs of a diverse student population. Resources available throughout the media center include books, periodicals, reference materials, and electronic resources. The media specialist works collaboratively with the classroom teachers in order to support the curricular goals and desired outcomes. Students have the opportunity to work in the media center before school, during designated class times, and after school. Media center staff is available to provide assistance as needed.

Linkages to Learning (LTL)
LTL is a comprehensive school-based health and human services program that is based on a holistic approach to prevention and early intervention for students and families. LTL assists families and students by providing or referring services to help children in school, at home and in the community based on the resources and needs within the community. Participation in LTL services is based on referrals through the school counseling office. LTL services include:

- Individual, group, and family therapy
- Social skills and behavior management groups for students
- Parenting workshops and parent support groups
- Information, referral, and follow-up for health care, food, clothing, housing, financial and legal
assistance
• Eligibility assistance for local, state, and federal programs
• Health education and nutrition classes
• Adult education classes
• Teacher consultation and in-service training for school staff
• Education supports to promote success for every student

## Extracurricular Activities

Extracurricular activities vary from year to year. We, anticipate the following programs for the upcoming school year.

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<tr>
<th>Jazz Band</th>
<th>School Newspaper</th>
<th>Interscholastic Sports**</th>
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<td>Art Club</td>
<td>Skills Tutor</td>
<td>Basketball</td>
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<td>Jump Start Girls</td>
<td>The Games Club</td>
<td>Cross Country</td>
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<td>Math Club</td>
<td>Yearbook</td>
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<td>Computer Club</td>
<td>G.I.R.L. Tech</td>
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<td>National History Day Club</td>
<td>Student Government</td>
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<tr>
<td>Distinguished Gentlemen</td>
<td>Association</td>
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<td>Drama Club</td>
<td>Homework Club</td>
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**Interscholastic Sports**
• Basketball
• Cross Country
• Soccer
• Softball

**Intramural Sports**
• Soccer
• Track Challenge
• Weight training
• Football
• Early Bird Basketball
## Course Options Grade 6

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<tr>
<th>Required Courses</th>
<th>Comprehensive</th>
<th>Humanities</th>
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| **English**      | Advanced English 6  
English 6  
ESOL 1, 2, 3, 4 or 5 | Humanities English |
| **Reading**      | Reading EXEMPT  
Reading 6  
ESOL Read 180  
Reading Support | Reading EXEMPT |
| **Math**         | C2.0 Algebra 1 A/B¹  
Investigations in Mathematics (IM)  
Math 7**  
C2.0 Math 6 | C2.0 Algebra 1 A/B¹  
Investigations in Mathematics (IM)  
Math 7**  
C2.0 Math 6 |
| **Science**      | Investigations in Science 6 GT  
Investigations in Science 6 | Investigations in Science 6 GT  
Investigations in Science 6 |
| **World Studies**| Advanced World Studies 6  
World Studies 6 | Humanities World Studies 6 |
| **Physical Education/Health** | PE/Health 6 | PE/Health 6 |
| **Media**        |               | Humanities Media 6 |

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<tr>
<th>Elective Courses</th>
<th>Comprehensive</th>
<th>Humanities</th>
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| **World Language** (Must be Exempt from Reading) | *French 1 A/B¹  
*Spanish 1 A/B¹ | French 1 A/B¹  
Spanish 1 A/B¹ |
| **Music**        | Beginner Band  
Advanced Band  
Beginner Orchestra  
Advanced Orchestra  
General Chorus | Beginners Band  
Advanced Band  
Beginner Orchestra  
Advanced Orchestra  
General Chorus |
| **Elective Rotation** | Art 6  
Public Speaking  
Intro to Computers 6  
Music 6 | Art 6  
Public Speaking  
Intro to Computers 6  
Music 6 |
| **Literacy Elective** | Literature and Creative Writing | Literature in the Humanities |

¹ High school credit upon successful completion of course requirements for 1A and 1B and passing grade on the 1B final exam  
* Option for students that meet established performance criteria  
**Math 7 will be offered on a limited basis due to the implementation of curriculum 2.0.  
GT -- Gifted and Talented Programming and Instruction. These courses offer accelerated and enriched instructional opportunities for students.
REQUIRED CORE COURSE OPTIONS GRADE 6

Description of Humanities Courses Grade 6:
Humanities Core courses are English, World Studies, and Media. For detailed course descriptions, please refer to the Scope and Sequence available online at http://montgomeryschoolsmd.org/schools/easternms/programs/humanities/index.shtml

ENGLISH

Advanced English 6
This course is designed for able and motivated students with a lively interest in the power and versatility of language. In preparation for advanced middle school and high school English courses, students read challenging texts written in various periods and rhetorical contexts. Students develop their abilities to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, argument development, original narrative, and research.

English 6
Students in English 6 examine language and literature in the context of four thematic units: Foundations, Adventures, Challenges and Barriers, and Choices. Students analyze varied and complex texts, develop arguments, synthesize information from multiple sources, examine different perspectives, and engage in self-reflection. Each unit is organized around common tasks designed to integrate various facets of 21st Century literacy, including writing and discourse, analysis and critical thinking, research, technology, and publication and presentation.

READING

Opting Out of Reading – Performance Requirements and Options
In order for a grade 6 student to opt out of the Reading 6 requirement students should meet or exceed the Proficient standard on multiple data points. In order for a student to enroll in a high school credit foreign language class in the sixth grade, the student should meet or exceed the advanced standard on multiple data points. Teacher recommendations are also a significant data point that is used to determine appropriate placement. All the aforementioned data will be reviewed and a recommendation will be identified on the student’s registration card.

Reading 6
The Reading 6 curriculum focuses on building, refining, and extending reading strategies learned in elementary school. It is intended for students who are not yet reading at grade level. 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. This course is based on the MCPS recommended reading program, Reading Advantage.

ESOL Read 180 Grade 6
Read 180 is a developmental reading course designed to accelerate student learning offered to our ESOL students. The program helps students who are reading below grade level to boost their reading up to grade level and beyond. One component of the class is the state of the art Scholastic Read 180 software. Students spend time daily on computers using motivational interactive CD ROMs to enhance their comprehension, vocabulary, decoding, fluency, and spelling skills. The
course also features small class sizes and a three group instructional model that ensures individualized instruction for all students. This may be a single or a double period class.

Reading Support
This developmental reading class is offered to students in the special education program whose Individual Education Plans indicate its appropriateness. There are three reading programs encompassed in this course: The Rewards program is a research-validated program that teaches students a highly generalized strategy for reading the multisyllabic words frequently in content-area texts. Reading Assistant is an intervention tool that uses speech recognition technology to help reluctant readers strengthen their vocabulary, fluency, and comprehension to become proficient confident readers. Recorded readings allow the students to hear themselves and make the necessary improvements. The Read Naturally program provides a method to improve reading fluency. It combines teacher modeling, repeated reading, and progress monitoring. Students practice reading the story using a timing device at a predetermined goal rate. Progress monitoring is embedded in the course.

MATH

C2.0 Algebra I A/B
This course is for students who have successfully completed Math 7 (with a grade of "B" or better on math 7 and math 7 challenge indicators) or Investigations in Mathematics (with a grade of “C” or better). The units of study include: Relationships between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Quadratic Relationships, and Generalizing Function Properties. This course satisfies the high school Algebra 1 credit requirement if the student passes the course and the final exam. Students successful in this course take Honors Geometry the following year.

Investigations in Mathematics (IM)
This course provides rigorous study for students who have demonstrated proficiency in the content of Math 7 in Grade 5 or 6. The goal of this course is to ensure readiness for algebra and beyond. IM addresses all of the content of Algebra Prep at a deeper and more enriched level. Students extend their understanding of numbers to include rational and irrational numbers in the real number system and further develop computational fluency of real numbers. Areas of focus include multiple representations of linear function, data analysis and representation, probability experiments and simulations, and geometric properties and relationships between two- and three-dimensional figures. IM also previews concepts that are assessed on the Algebra/Data Analysis High School Assessment. The course includes additional concepts, such as set theory and modular arithmetic, which further develop students’ abstract thinking. Students successful in this course will take Algebra 1 the following year.

C2.0 Math 6
This course is for students who have completed C2.0 Math 5 or MCPS Version 2001 Math 6. The units of student include: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability. Students in this course have a depth of understanding of unit rate, percent, division of fractions, integers, graphing, expressions, variables, solving one-step equations and solving one-step inequalities, as well as a focus on statistical variability, box plots, and the shape, center, and spread of a data set. Students successful in this course take C2.0 Math 7 or C2.0 IM the following year.

SCIENCE
Investigations in Science 6 GT (IS6 GT)
IS6-GT has a problem/project-based curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS6-GT center around topics related to ecosystems, diversity, and adaptation of organisms, forces and motion, energy, and light and sound. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

Investigations in Science 6: During the course of the year Grade 6 students solve the problems of designing a front bumper system that can reduce the level of peak force impacting a vehicle and its occupants during a collision (Unit 1: Sudden Impact), designing a habitat for the Checkerspot Butterfly within a Montgomery County Park (Unit 2: Butterfly Habitat), creating an environmentally friendly design that improves natural resource use in a MCPS facility (Unit 3: Going Green), and developing an alternative source of energy for the state of Maryland (Unit 4: Alternative Energy). Science concepts studied in IS 6 are ecosystems, diversity and adaptation of organisms, forces and motion, energy, and light and sound.

WORLD STUDIES

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

World Studies 6
This course will help students gain knowledge of ancient world history. In Grades 6, the focus of study is on ancient world history and culture from Ancient Egypt, Ancient Greece, and Ancient China. Students will develop the social studies strands of geography, economics, political systems, and culture, while building their understanding of the rich cultures and history from the earliest human settlements to great civilizations of the year 1000 CE.

PHYSICAL EDUCATION AND HEALTH

Physical Education 6 and Health 6
Students in Grade 6 participate in activities designed to develop individual psychomotor skills, physical fitness, and fundamentals of team play. The importance of physical fitness is stressed in Grade 6, as students learn the basic concepts of strength, endurance, and flexibility. More time is devoted to group activities through which cooperation, fair play, and sports etiquette are developed. Included in this course is a nine-week unit in Health. Students will focus on safety, injury prevention, mental health, Project TNT (Towards No Tobacco), and Block It (prevention of sun-related illness and disease).
ELECTIVE COURSE OPTIONS GRADE 6

WORLD LANGUAGE
Students must be recommended READING ADVANCED in order to enroll in a world language course.

The world language program is designed to enable students to use oral and written language for meaningful and culturally appropriate communications. The program of study helps students appreciate the linguistic and cultural diversity and the contributions of other people to world civilization. In all world language courses students are expected to display basic competence in the skills of listening, speaking, reading and writing. According to MCPS policy, high school credit will be awarded after the student has passed both the final examination and both semesters of the course. Additional information about world languages can be found at http://www.montgoeryschoolsmd.org/curriculum/languages.

French 1 A/B (Full Year) AND Spanish 1 A/B (Full Year)
Students in World Language level 1 explore the language the culture of the people. Students begin to communicate orally and in writing in a culturally appropriate manner about self, family, school, pastimes, food, clothing, and shopping, and the home. Vocabulary and basic grammatical structures are taught within the context of everyday topics. Culture is embedded throughout the course.

ELECTIVE ROTATION
Students who select the rotation will take each of the following courses. Each course will last for one quarter.

- **Art 6 (Quarter)**
  This course introduces students to various media within the visual arts, such as drawing, painting, printmaking, mixed media and ceramics. Using art vocabulary, students establish and apply criteria for talking about art and making aesthetic judgments. Students are taught safe practices in an art room and the proper use of art equipment, tools, and materials.

- **Public Speaking (Quarter)**
  This class is an introduction into appropriate, effective, and purposeful interaction. Students will participate in a variety of structured and unstructured conversations – whole class, small group, and with a partner to identify, evaluate, and apply the skills of effective speakers and listeners.

- **Intro to Computers 6 (Quarter)**
  This course, based on the framework for 21st Century learning, includes digital citizenship, visual communication, and game development units. Students will learn the importance of a digital footprint, the impact of technology on learning, being creators of technology, not only consumers of technology. Through multimedia tools and game development, this standards-based course gives students opportunities to explore the many digital tools that are widely available. This course will prepare students to confidently and competently adapt to emerging technologies in a safe and respectful manner.

- **Music 6 (Quarter)**
  This general music class is based on music from various cultures throughout the world. Students will learn to identify and describe elements of music heard and compare and discuss music representing diverse cultures and historical periods. Students will have opportunities to perform a varied repertoire of songs.
**INSTRUMENTAL AND VOCAL MUSIC**

**Beginner Band (Full Year)**
Students learn the fundamentals of instrument technique including breathing, tone production, intonation, and sight-reading, as well as music history. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band ensemble. A wide variety of instrumental music is studied and performed. As the group works toward meeting their course objective, they will perform in concerts at school, festivals, and in the community. Bands consist of brass, wind and percussion instruments.

**Advanced Band (Full Year)**
Advanced Band students develop skills that will enable them to perform music at the Grade level of difficulty. Areas such as elements of musical form, terms and symbols, tone production, instrument care, and the importance of practice habits are presented. Students learn the cultural influences from the historical periods reflected in the musical works being discussed. Written assignments may include music history and performance critiques. After school rehearsals and public performances outside of the school day may be required to meet course objectives. Advanced band is for experienced musicians.

**Beginner Orchestra (Full Year)**
Students learn the fundamentals of instrument technique including breathing, tone production, intonation, and sight-reading, as well as music history. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band or orchestra ensemble. A wide variety of instrumental music is studied and performed. As the group works toward meeting their course objective, they will perform in concerts at school, festivals, and in the community. Beginner orchestra is for students with no orchestra experience. Ensembles include string, brass and woodwind instruments

**Advanced Orchestra (Full Year)**
Advanced Orchestra students develop skills that will enable them to perform music at the Grade level of difficulty. Students learn the cultural influences from the historical periods reflected in the musical works being discussed. The study of music theory includes major scales, diatonic and chromatic intervals. Written assignments may include music history, performance critiques, and musical composition. Students will be required to provide their own instrument, uniform and supplies for this class. After school rehearsals and public performances outside of the school day may be required to meet course objectives. Advanced orchestra is for experienced musicians.

**General Chorus (Full Year)**
This musical ensemble is intended for students who love to sing! Students learn the fundamentals of choral singing technique including diction, breathing, tone production, intonation, and sight-reading, as well as music theory. A wide variety of choral music is studied and performed. As the group works toward meeting their course objective, they will perform in concerts at school, festivals, and in the community.
LITERACY ELECTIVE

Literature and Creative Writing

This workshop-based course provides students with an opportunity to explore their own voices as authors. This workshop exposes students to many aspects of the writing process, including generating ideas, writing and revising drafts, and editing. To support this work, students read excerpts from outstanding works of literature in order to investigate what can be accomplished on the page. The course is designed to challenge and engage students interested in literary creation, providing them with a substantial foundation for further exploration of their creative work. Students write extensively and participate in candid, helpful critiques of their own work and that of their peers.
## Course Options Grade 7

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<th>Required Courses</th>
<th>Comprehensive</th>
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<tbody>
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### Elective Courses

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¹High school credit upon successful completion of course requirements for 1A and 1B and passing grade on the 1B final exam

GT=Gifted and Talented Programming and Instruction. GT courses offer accelerated and enriched instructional opportunities for students.
REQUIRED CORE COURSE OPTIONS GRADE 7

Description of Humanities Courses Grade 7:
Humanities Core courses are English, World Studies, and Media. For detailed course descriptions, please refer to the Scope and Sequence available online at http://montgomeryschoolsmd.org/schools/easternms/programs/humanities/index.shtml

ENGLISH

Advanced English 7
This course is designed for able and motivated students with a lively interest in the power and versatility of language. In preparation for Advanced English 8 and advanced high school English courses, students refine their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, argument development, original narrative, and research. Students read challenging texts written in various periods and rhetorical contexts, applying the styles and themes to the world around them.

English 7
Students in English 7 examine language and literature in the context of four thematic units: Voices from the Past, A Sense of Place, Identity, and Imagination. Students analyze varied and complex texts, develop arguments, synthesize information from multiple sources, examine different perspectives, and engage in self-reflection. Each unit is organized around common tasks designed to integrate various facets of 21st Century literacy, including writing and discourse, analysis and critical thinking, research, technology, and publication and presentation. Students write to discover and clarify what they think, to explore their ideas and communicate with others. Students read a variety of texts, including poetry, short stories, and essays, in addition to multimedia texts, to become more adept with written and spoken language. Students are expected to think critically, question what they read and view, and express their original ideas with confidence and clarity.

READING

Reading EXEMPT
Seventh grade students who are reading exempt are not required to enroll in a reading course. These students may take a world language course or may choose to enroll in an elective option.

Reading 7
This class provides students with opportunities to engage with grade level text, concepts, and content while enhancing students' reading/learning performance. It is intended for those students who are not yet reading at their grade level. Reading 7 is based on the MCPS recommended reading program, Reading Advantage. All grade 7 students who score basic on the MSA and/or MAP-R assessments will be required to take a reading course.

ESOL Read 180
Read 180 is a developmental reading course designed to accelerate student learning for our ESOL students. The program helps students who are reading below grade level to boost their reading up to grade level and beyond. One component of the class is the state of the art Scholastic Read 180 software. Students spend time daily on computers using motivational interactive CD ROMs to enhance their comprehension, vocabulary, decoding, fluency, and spelling skills. The course also features small class sizes and a three group instructional model that ensures individualized
instruction for all students. This may be a single or a double period course.

**Reading Support**
This developmental reading class is offered to students in the special education program whose Individual Education Plans indicate its appropriateness. There are three reading programs encompassed in this course: The *Rewards* program is a research-validated program that teachers students a highly generalized strategy for reading the multisyllabic words frequently in content-area texts. *Reading Assistant* is an intervention tool that uses speech recognition technology to help reluctant readers strengthen their vocabulary, fluency, and comprehension to become proficient confident readers. Recorded readings allow the students to hear themselves and make the necessary improvements. The *Read Naturally* program provides a method to improve reading fluency. It combines teacher modeling, repeated reading, and progress monitoring. Students practice reading the story using a timing device at a predetermined goal rate. Progress monitoring is embedded in the course.

**MATH**

**C2.0 Honors Geometry A/B**
This course is for students who have successfully completed Algebra I with a grade of “B” or better. The topics of study include: congruence, similarity, right triangles, trigonometry, circles, expressing geometric properties with equations, geometric measurement and dimension, and modeling with geometry. This course satisfies the high school Geometry credit requirement if the student passes the course and the final exam. Students successful in this course take Honors Algebra 2 the following year.

**C2.0 Algebra I A/B**
This course is for students who have successfully completed Math 7 (with a grade of “B” or better on math 7 and math 7 challenge indicators) or Investigations in Mathematics (with a grade of “C” or better). The units of study include: Relationships between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Quadratic Relationships, and Generalizing Function Properties. This course satisfies the high school Algebra 1 credit requirement if the student passes the course and the final exam. Students successful in this course take Honors Geometry the following year.

**Investigations in Mathematics (IM)**
This course is an enriched course for mathematically accelerated students who have successfully completed the Kindergarten to Grade 5 mathematics curriculum, as well as the indicators for Math 6 and the majority of the indicators for Math 7 by the end of Grade 6. The units of study include Patterns and Set Theory, Relations and Finite Operations, Algebra Foundations, Real Number System, Data Analysis, Language of Algebra, Functions and Graphs, and Investigations of Three-Dimensional Geometry. One of the goals of this class is to provide a theoretical view of the world to students while preparing them for Algebra I. Students learn both concrete and abstract mathematical topics while improving their communication, thinking and reasoning. Students successful in this course will take Algebra I the following year.

**Math 7**
This course is for students who have completed the kindergarten to Grade 5 mathematics curriculum as well as the indicators for Math 6 by grade 7. Areas of focus include functional relationships, geometric relationships, box and whisker plots, histograms and scatter plots, integers, and proportional reasoning. All concepts and skills are presented in the context of real-life
problem solving that requires the use of reasoning, communication and logic. Students investigate mathematical concepts through a variety of experiences. Each of the unit indicators is assessed and serves to benchmark student progress as well as readiness for Algebra I. Students successful in this course should be enrolled in Algebra I or Algebra Prep the following year.

**SCIENCE**

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

**Investigations in Science 7:** During the course of the year Grade 7 students solve the problems of producing a hydroponics system to grow produce locally and decrease the use of natural resources (Unit 1: Hydroponics), developing a menu for a specified group that is balanced, nutritional and affordable (Unit 2: Chemistry of Life), developing a sample genetic counselor report to apply for an internship with Montgomery County Public Schools and the National Society of Genetic Counselors (Unit 3: Diseases), and processing and analyzing evidence collected at a crime scene (Unit 4: Forensics). Science concepts studied in IS 7 center around topics related to biochemistry, genetics, structure and function of living organisms and biotechnology.

**WORLD STUDIES**

**Advanced World Studies 7**
This course extends the content and concepts contained in the four units of Grade 7 World Studies. Through the study of world civilizations and global interactions from 1000 CE to 1450 CE, students learn about political, economic, and social systems today. Analysis of primary source texts and visuals is a central method for learning about the past and the challenges of historical interpretation.

**World Studies 7**
The World Studies 7 curriculum reinforces and broadens the students’ understanding of the concepts developed in the previous year of study. The students are introduced to new concept areas that include the examination of the patterns of conflict in feudal and modern Europe, the role of ancient and present day Africa, the impact of geography on Meso-America, and an in-depth examination of cultures connected through trade, leading to the globalization of today's cultures. Students continue their application of writing, speaking, research, and world geography skills throughout the course of study.

**PHYSICAL EDUCATION AND HEALTH**

**Physical Education 7 and Health 7**
These courses continue a program of personal physical development and accept increased responsibility for monitoring their own performance. Instruction emphasizes the value of physical fitness. Team and individual activities are structured to enable students to organize skills into more complex patterns and to respond positively to the demands of leadership, cooperation,
teamwork, and competition. Included in this course of Physical Education is a nine-week unit in Health. Students focus on nutrition, mental health, fitness and Project Alert (drug abuse prevention).

ELECTIVE COURSE OPTIONS GRADE 7

WORLD LANGUAGE
Students must be READING EXEMPT in order to enroll in a world language course.

The world language program is designed to enable students to use oral and written language for meaningful and culturally appropriate communications. The program of study helps students appreciate the linguistic and cultural diversity and the contributions of other people to world civilization. In all world language courses, students are expected to display basic competence in the skills of listening, speaking, reading and writing. According to MCPS policy, high school credit will be awarded after the student has passed both the final examination and both semesters of the course. Additional information about world languages can be found at http://www.montgomeryschoolsmd.org/curriculum/languages/

French 1A/B (Full Year) AND Spanish 1A/B (Full Year)
Students in World Language level 1 explore the language the culture of the people. Students begin to communicate orally and in writing in a culturally appropriate manner about self, family school, pastimes, food clothing and shopping, and house. Vocabulary and basic grammatical structures are taught within the context of everyday topics. Culture is embedded throughout the course.

French 2A/B (Full Year) AND Spanish 2A/B (Full Year)
Prerequisite: Successful completion of French 1A/B or Spanish 1A/B
This course is for students who have successfully completed both semesters and the final exam in Spanish 1 or French 1. Students in World Language level 2 further explore the language and the culture of the people. Students continue to develop their ability to understand spoken and written language. Students will learn to communicate orally and in writing in a culturally appropriate manner about a variety of familiar topics. Vocabulary and grammatical structures are taught within the context of everyday topics. Culture is embedded throughout the course.

Spanish for Spanish Speakers 1 A/B (Full Year)
Prerequisite: Students must test into this course
The Spanish for Spanish Speakers course of study provides language instruction for students with proficiency in Spanish because either it is their first language or it is spoken extensively in the home. Students will learn to communicate orally and in writing about a variety of topics including history, art, geography, ecology, culture, ethnic groups, and famous Hispanics. In this course, students will develop reading, writing, listening, speaking and grammar skills in Spanish.

INSTRUMENTAL AND VOCAL MUSIC

Beginner Band (Full Year)
Students learn the fundamentals of instrument technique including breathing, tone production, intonation, and sight-reading, as well as music history. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in
preparation for performing an independent part in the traditional band ensemble. A wide variety of instrumental music is studied and performed. As the group works toward meeting their course objective, they will perform in concerts at school, festivals, and in the community. Bands consist of brass, wind and percussion instruments.

**Advanced Band (Full Year)**

Advanced Band students develop skills that will enable them to perform music at the Grade level of difficulty. Areas such as elements of musical form, terms and symbols, tone production, instrument care, and the importance of practice habits are presented. Students learn the cultural influences from the historical periods reflected in the musical works being discussed. Written assignments may include music history and performance critiques. After school rehearsals and public performances outside of the school day may be required to meet course objectives. Advanced band is for experienced musicians.

**Beginner Orchestra (Full Year)**

Students learn the fundamentals of instrument technique including breathing, tone production, intonation, and sight-reading, as well as music history. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band or orchestra ensemble. A wide variety of instrumental music is studied and performed. As the group works toward meeting their course objective, they will perform in concerts at school, festivals, and in the community. Beginner orchestra is for students with no orchestra experience. Ensembles include string, brass and woodwind instruments.

**Advanced Orchestra (Full Year)**

Advanced Orchestra students develop skills that will enable them to perform music at the Grade level of difficulty. Students learn the cultural influences from the historical periods reflected in the musical works being discussed. The study of music theory includes major scales, diatonic and chromatic intervals. Written assignments may include music history, performance critiques, and musical composition. Students will be required to provide their own instrument, uniform and supplies for this class. After school rehearsals and public performances outside of the school day may be required to meet course objectives. Advanced orchestra is for experienced musicians.

**General Chorus (Full Year)**

This musical ensemble is intended for students who love to sing! Students learn the fundamentals of choral singing technique including diction, breathing, tone production, intonation, and sight-reading, as well as music theory. A wide variety of choral music is studied and performed. As the group works toward meeting their course objective, they will perform in concerts at school, festivals, and in the community.

**ELECTIVE ROTATION**

Students who select the rotation will take each of the following courses. Each course will last for one quarter.

- **Art 7 (Quarter)**
  This course introduces students to various media within the visual arts, such as drawing, painting, printmaking, mixed media and ceramics. Using art vocabulary, students establish and apply criteria for talking about art and making aesthetic judgments. Students are taught safe practices in an art room and the proper use of art equipment, tools, and materials.
• **Computer Applications 7 (Quarter)**
  Students will work hands-on to develop computer related skills and knowledge. Elements of word processing, spreadsheets, multimedia presentations, file management, game design, and digital imagery will be learned with a focus on Microsoft Office Applications. Students will enhance their basic computer skills to become more proficient after completing this course.

• **Effective Communication (Quarter)**
  Students in this class will build on their effective communication skills by focusing on using purposeful peer feedback. Students will use technology to record and evaluate their peers’ work.

• **Lights, Camera, Literacy (Quarter)**
  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 deconstruct information at the literary, 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 a short film.

**Level 1 Alternative Program**
The overall purpose of this program is to provide direct academic and social/emotional instruction to students. With ongoing direct instruction in these areas, as well as guidance and monitoring, students in these programs should be able to experience greater success and remain in the mainstream of school activities. This program is also designed to support students in his or her general education classes. Students’ grades will be monitored weekly for all classes, and academic support for those classes will be provided. The goal for the Alternative Program class is to make sure all of our students maintain a minimum of a 2.0 GPA and academic eligibility.
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¹High school credit upon successful completion of course requirements for 1A and 1B and passing grade on the 1B final exam
³This Course has a Pre-Requisite
GT=Gifted and Talented Programming and Instruction. These courses offer accelerated and enriched instructional opportunities for students
REQUIRED CORE COURSE OPTIONS GRADE 8

Description of Humanities Courses Grade 8:
Humanities Core courses are English, World Studies, and Media. For detailed course descriptions, please refer to the Scope and Sequence available online at http://montgomeryschoolsmd.org/schools/easternms/programs/humanities/index.shtml

ENGLISH

Advanced English 8
This course is designed for able and motivated students with a lively interest in the power and versatility of language. This course runs parallel with 9th grade Advanced English, focusing on writing and language in the first semester, and literature and language in the second semester. This course centers on the study of language and literature as the vehicle of creative and critical thought that enables students to think about and understand the world. The focus shifts in second semester to a careful study of how professional writers create stories and use language in thoughtful and deliberate ways. Students will read and engage in various writing styles, honing their ability to tailor their own style to audience and purpose.

English 8
This course runs parallel with 9th grade English, focusing on writing and language in the first semester, and literature and language in the second semester. This course centers on the study of language and literature as the vehicle of creative and critical thought that enables students to think about and understand the world. The focus shifts in second semester to a careful study of how professional writers create stories and use language in thoughtful and deliberate ways. Students will read and engage in various writing styles, honing their ability to tailor their own style to audience and purpose.

READING

Reading EXEMPT
Eighth grade students who are reading exempt are not required to enroll in a reading course. These students are strongly encouraged to enroll in a World Language course.

Reading 8
This class provides students with opportunities to engage with grade level text, concepts, and content while enhancing students’ reading/learning performance. It is intended for those students who are not yet reading at their grade level. Reading 8 is based on the MCPS recommended reading program, Reading Advantage. All grade 7 students who score basic on the MSA and/or MAP-R assessments will be required to take a reading course.

ESOL Read 180
Read 180 is a developmental reading course designed to accelerate student learning. The program helps students who are reading below grade level to boost their reading up to grade level and beyond. One component of the class is the state of the art Scholastic Read 180 software. Students spend time daily on computers using motivational interactive CD ROMs to enhance their comprehension, vocabulary, decoding, fluency, and spelling skills. The course also features small class sizes and a three group instructional model that ensures individualized instruction for all students.
**Reading Support**
This developmental reading class is offered to students in the special education program whose Individual Education Plans indicate its appropriateness. There are three reading programs encompassed in this course: The *Rewards* program is a research-validated program that teachers students a highly generalized strategy for reading the multisyllabic words frequently in content-area texts. *Reading Assistant* is an intervention tool that uses speech recognition technology to help reluctant readers strengthen their vocabulary, fluency, and comprehension to become proficient confident readers. Recorded readings allow the students to hear themselves and make the necessary improvements. The *Read Naturally* program provides a method to improve reading fluency. It combines teacher modeling, repeated reading, and progress monitoring. Students practice reading the story using a timing device at a predetermined goal rate. Progress monitoring is embedded in the course.

**MATH**

**Honors Algebra 2 A/B**
Algebra 2 is the study of the complex number system and functions. Real-world problems are discussed, represented, and solved using advanced algebraic techniques, incorporating technology. The properties and algebra of functions, including polynomial, exponential, logarithmic, piecewise, radical, and rational, are analyzed and applied, as well as conics, matrices, systems of equations, sequences, and series. Students successful in this course will take Honors Pre-Calculus the following year. High school credit is given upon successful completion of the full year of Honors Algebra 2, including passing the final exam.

**C2.0 Honors Geometry A/B**
This course is for students who have successfully completed Algebra I with a grade of “B” or better. The topics of study include: congruence, similarity, right triangles, trigonometry, circles, expressing geometric properties with equations, geometric measurement and dimension, and modeling with geometry. This course satisfies the high school Geometry credit requirement if the student passes the course and the final exam. Students successful in this course take Honors Algebra 2 the following year.

**C2.0 Algebra I A/B**
This course is for students who have successfully completed Math 7 (with a grade of “B” or better on math 7 and math 7 challenge indicators) or Investigations in Mathematics (with a grade of “C” or better). The units of study include: Relationships between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Quadratic Relationships, and Generalizing Function Properties. This course satisfies the high school Algebra 1 credit requirement if the student passes the course and the final exam. Students successful in this course take Honors Geometry the following year.

**Algebra Prep**
Algebra Prep extends students’ understanding of numbers to include rational and irrational numbers in the real number system. One goal is to have all students develop computational fluency of real numbers. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include multiple representations of linear function, data analysis and representation, probability experiments and simulations, and geometric properties and relationships between two- and three-dimensional figures. Algebra Prep also previews concepts that are assessed on the Algebra/Data Analysis High School Assessment.
This course is for students who have completed Math 7. Students in this course will take Algebra 1 the following year.

SCIENCE

Investigations in Earth Space Systems
The course 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. Students engage in science, technology, and engineering in order to propose solutions to identified problems. Units studied in IESS center around topics related to the to hydrosphere, cryosphere, geosphere, biosphere, and atmosphere.

UNITED STATES HISTORY

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

United States History
This course focuses on the history of the United States from the birth of new governments and colonization up to the end of Reconstruction. The study of political and economic systems during these periods provides a bridge from past to present. Enduring understandings and essential questions drive the focus and connect the units, thus allowing greater transition of ideas, facts, and generalizations across the curriculum. Writing, speaking, research, and world geography skills continue to be integrated into the instructional delivery throughout the course.

PHYSICAL EDUCATION AND HEALTH

Physical Education 8 and Health 8
Students in Grade 8 continue to develop good sports etiquette, teamwork, and cooperative skills. Individual, dual, and team activities receive increased attention as students receive guidance in setting realistic lifetime goals for maintaining and/or improving their skills and fitness. Included in this course of Physical Education is a nine-week unit in Health. Students will focus on mental health, Red Flags (signs of depression and suicide prevention), and SOS (Students Opposing Smoking.) The topics of family life and disease prevention are woven together as students learn about the dangers of sexually transmitted diseases and specific pathogens, such as viruses and bacteria. Additionally, students learn about pregnancy and the pitfalls of teen pregnancy and teen sexual activity. Methods of pregnancy prevention are introduced with focus on abstinence as the best choice for young people.
ELECTIVE COURSE OPTIONS GRADE 8

WORLD LANGUAGE
Students must be READING EXEMPT in order to enroll in a world language course.

The world language program is designed to enable students to use oral and written language for meaningful and culturally appropriate communications. The program of study helps students appreciate the linguistic and cultural diversity and the contributions of other people to world civilization. In all world language courses, students are expected to display basic competence in the skills of listening, speaking, reading and writing. According to MCPS policy, high school credit will be awarded after the student has passed both the final examination and both semesters of the course. Additional information about world languages can be found at http://www.montgomeryschoolsmd.org/curriculum/languages/

French 1A/B (Full Year) AND Spanish 1A/B (Full Year)
Students in World Language level 1 explore the language the culture of the people. Students begin to communicate orally and in writing in a culturally appropriate manner about self, family school, pastimes, food clothing and shopping, and house. Vocabulary and basic grammatical structures are taught within the context of everyday topics. Culture is embedded throughout the course.

French 2A/B (Full Year) AND Spanish 2A/B (Full Year)
Prerequisite: successful completion of French 1A/B or Spanish 1A/B
This course is for students who have successfully completed both semesters and the final exam in Spanish 1 or French 1. Students in World Language level 2 further explore the language and the culture of the people. Students continue to develop their ability to understand spoken and written language. Students will learn to communicate orally and in writing in a culturally appropriate manner about a variety of familiar topics. Vocabulary and grammatical structures are taught within the context of everyday topics. Culture is embedded throughout the course.

French 3A/B (Full Year) AND Spanish 3A/B (Full Year)
Prerequisite: successful completion of French 2A/B or Spanish 2A/B
This course is for students who have successfully completed both semesters and the final exam in Spanish 1 or French 1. Students in World Language level 3 continue to develop their ability to understand spoken and written language. Students will learn to communicate orally and in writing in a culturally appropriate manner about a variety of topics. Culture continues to be embedded throughout this course. Increased grammatical accuracy is stressed as well as higher level listening, speaking, and reading abilities.

Spanish for Spanish Speakers 1 A/B (Full Year)
Prerequisite: students must test into this course
The Spanish for Spanish Speakers course of study provides language instruction for students with proficiency in Spanish because either it is their first language or it is spoken extensively in the home. Students will learn to communicate orally and in writing about a variety of topics including history, art, geography, ecology, culture, ethnic groups, and famous Hispanics. In this course, students will develop reading, writing, listening, speaking and grammar skills in Spanish.
INSTRUMENTAL AND VOCAL MUSIC

Beginner Band (Full Year)
Students learn the fundamentals of instrument technique including breathing, tone production, intonation, and sight-reading, as well as music history. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band ensemble. A wide variety of instrumental music is studied and performed. As the group works toward meeting their course objective, they will perform in concerts at school, festivals, and in the community. Bands consist of brass, wind and percussion instruments.

Advanced Band (Full Year)
Advanced Band students develop skills that will enable them to perform music at the Grade level of difficulty. Areas such as elements of musical form, terms and symbols, tone production, instrument care, and the importance of practice habits are presented. Students learn the cultural influences from the historical periods reflected in the musical works being discussed. Written assignments may include music history and performance critiques. After school rehearsals and public performances outside of the school day may be required to meet course objectives. Advanced band is for experienced musicians.

Beginner Orchestra (Full Year)
Students learn the fundamentals of instrument technique including breathing, tone production, intonation, and sight-reading, as well as music history. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band or orchestra ensemble. A wide variety of instrumental music is studied and performed. As the group works toward meeting their course objective, they will perform in concerts at school, festivals, and in the community. Beginner orchestra is for students with no orchestra experience. Ensembles include string, brass and woodwind instruments.

Advanced Orchestra (Full Year)
Advanced Orchestra students develop skills that will enable them to perform music at the Grade level of difficulty. Students learn the cultural influences from the historical periods reflected in the musical works being discussed. The study of music theory includes major scales, diatonic and chromatic intervals. Written assignments may include music history, performance critiques, and musical composition. Students will be required to provide their own instrument, uniform and supplies for this class. After school rehearsals and public performances outside of the school day may be required to meet course objectives. Advanced orchestra is for experienced musicians.

General Chorus (Full Year)
This musical ensemble is intended for students who love to sing! Students learn the fundamentals of choral singing technique including diction, breathing, tone production, intonation, and sight-reading, as well as music theory. A wide variety of choral music is studied and performed. As the group works toward meeting their course objective, they will perform in concerts at school, festivals, and in the community.
ELECTIVE ROTATION
Students who select the rotation will take two of the following courses. Each course will last for one semester.

- **Ceramics (Semester)**
  In this class, students create works of art in clay utilizing the pinch, coil and slab methods, as well as freestanding sculpture through hand building techniques. Students will learn about different glazing techniques and how the firing process works. Projects focus on self-reflection, cultures throughout history that utilized ceramics in their daily lives and master artist. Throughout the course, students will learn to evaluate and critique personal artworks and the artworks of others.

- **Website Development Fundamentals (Semester)**
  The effective and efficient use of the World-Wide-Web as a source for sharing information has become critical to success in both the academic and professional worlds. This hands-on course provides students with an opportunity to create their own websites, adding complexity as the course progresses. Student skill development progresses from one-dimensional Web pages to sites that are interactive and include animation. A variety of software and technology tools is incorporated throughout the course.

- **Contemporary Communication (Semester)**
  In this course, students will experiment with best ways to communicate their learning and understanding by assessing the role that content, audience, and purpose play in effective communication. Students will have the opportunity to collect, synthesize, and present information in a variety of products including both 20th and 21st Century media tools.

- **Digital Art (Semester)**
  In this class, students work primarily on the computer using a professional design software called Adobe Photoshop. Projected are focused on layering skills and tools within Photoshop as students create original work that focuses on personal reflection, art vocabulary, and inspiration from master artists. By the end of the semester, students create a digital portfolio of their work as a means to learn about how a professional artist would advertise their artistic talents to a potential employer or buyer.

- **STEM (Semester)**
  What is STEM? It stands for Science, Technology, Engineering, and Math, but is more than just those four things. STEM education focuses on inquiry and problem solving. This is a project based class that will allow students to have creative freedom to solve real-world problems. The skills acquired in this class (problem solving, critical thinking, evaluation, self-directed learning, communication of results) will prepare students for a successful career as a high school science student, and beyond, and are applicable in almost any field. Major units include general STEM skills, habitat building, rocketry, and robotics.

- **Guitar (Semester)**
  This course is designed to teach the fundamentals of guitar performance while providing a basic overview of music notation and theory. Students will learn the parts of the guitar, the notes of each string, and will perform songs both individually and as a group. The class will also cover guitar chords, tablature, and a brief history of the instrument.
Level 1 Alternative Program
The overall purpose of this program is to provide direct academic and social/emotional instruction to students. With ongoing direct instruction in these areas, as well as guidance and monitoring, students in these programs should be able to experience greater success and remain in the mainstream of school activities. This program is also designed to support students in his or her general education classes. Students’ grades will be monitored weekly for all classes, and academic support for those classes will be provided. The goal for the Alternative Program class is to make sure all of our students maintain a minimum of a 2.0 GPA and academic eligibility.