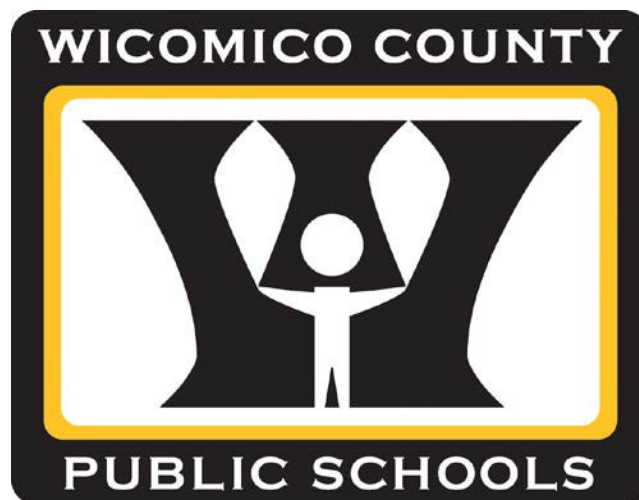


MIDDLE SCHOOL

CATALOG OF COURSES

2019-2020



WICOMICO COUNTY BOARD OF EDUCATION

Donna C. Hanlin, Ed.D.

SUPERINTENDENT OF SCHOOLS

Middle School Catalog of Courses

MEMBERS OF THE WICOMICO COUNTY BOARD OF EDUCATION

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Superintendent of Schools

Wicomico County Public Schools (WCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations and provides equal access to the Boy Scouts and other designated youth groups. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all.

WICOMICO COUNTY MIDDLE SCHOOL PRINCIPALS

Ms. Christel Savage
Bennett Middle School
Tele #: 410-677-5140
Fax #: 410-677-5133

Mrs. Ida (Liza) Hastings
Mardela Middle School
Tele #: 410-677-5142
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Mrs. Kristina Gosnell
Salisbury Middle School
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Ms. Tara O'Barsky
Wicomico Middle School
Tele #: 410-677-5145
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Superintendent's Message

This Middle School Catalog of Courses is designed to assist you in navigating the course selection process through middle school. It contains detailed information that will be very valuable in the development of your middle school schedule as you prepare for completion of middle school, high school, and beyond.

The catalog provides general information about required and elective courses for each middle school grade level, as well as descriptions of the courses offered and prerequisites where applicable. It also provides important information about Wicomico County Public Schools' graduation requirements and earning credit toward high school graduation.

School counselors will assist you with selecting courses based on your academic interests and strengths. While your college and/or career experiences may seem far into the future, the courses you take in middle school and your success in those courses will greatly influence your high school experience, as well as your options for postsecondary education and your future career path.

Your teachers, counselors, and school-based administrative teams are here to support your academic success. If you, your parent(s) or guardian(s) have questions about course selection, graduation requirements, or options available, please contact your school counselor.

Please accept my best wishes for a very successful year of learning and achievement.

Sincerely,

Donna C. Hanlin, Ed.D.
Superintendent of Schools

Wicomico County Middle Schools

School	Grades	Guidance Counselor	Telephone Number
Bennett Middle 532 S. Division Street Fruitland, MD 21826 Principal: Ms. Christel Savage	6 - 8	Michelle Drummond Lee Ryall	Main Office 410-677-5140 Guidance 410-677-5131
Pittsville Middle 34404 Old Ocean City Rd. Pittsville, MD 21850 Principal: Mr. Michael Cody	6 - 8	Andrea Marshall	Main Office 410-677-5811 Guidance 410-677-5897
Mardela Middle/High P.O. Box A 24940 Delmar Rd. Mardela Springs, MD 21837 Principal: Mrs. Ida (Liza) Hastings	6 - 8 9 - 12	Lisa Armstrong April Shiles	Main Office 410-677-5142 Guidance 410-677-5163
Salisbury Middle School 607 Morris St. Salisbury, MD 21801 Principal: Mrs. Kristina Gosnell	6 - 8	Debra Turner John Williams Jr.	Main Office 410-677-5149 Guidance 410-677-5121
Wicomico Middle School 635 East Main St. Salisbury, MD 21804 Principal: Ms. Tara O'Barsky	6 - 8	Charlene Creese Kevin Warner	Main Office 410-677-5145 Guidance 410-677-5194
Director of Secondary Education Mr. Micah Stauffer Director of Curriculum Ms. Ruth F. Malone Supervisor of Guidance Mrs. Lori Batts Wicomico County Public Schools 2424 Northgate Drive, Suite 100 Salisbury, MD 21801			410-677-4584 410-677-4560 410-677-4597

Wicomico County Board of Education

MISSION STATEMENT

The mission of the Wicomico County Public School System is to provide all students an educational foundation and a set of skills, which will enable them to become responsible and productive citizens in our society.

VISION STATEMENT

Our vision is to educate each student to his or her full potential.

EDUCATIONAL PHILOSOPHY

Public education in Wicomico County is based on the democratic principle that students have, by right, the opportunity to develop their potential to the fullest. While the pursuit of education is a right, a privilege, and a responsibility that is shared by the school, the student, the home, and religious and other community entities, the primary responsibility for this education development lies with the student and the school.

It is acknowledged that individuals vary greatly in their needs and abilities. Consequently, the school system has the obligation to provide diversified and well-balanced programs.

Education in Wicomico County is concerned not only with the intellectual and skill development of the students, but also with other aspects of their growth. Since education is a continuous process, it is the responsibility of the school system to make its instructional program relevant to the present, as well as applicable and useful for the future.

In our school system, education should be a dynamic process subject to evaluation, revision, and updating of existing programs based upon the need of students, the latest knowledge, and current scientific information as to how individuals learn.

In conformity with this philosophy, the Wicomico County School System will:

- Provide a safe environment that will ensure the physical and emotional well-being of students as they pursue their education.
- Help students acquire knowledge, habits, and attitudes necessary to become responsible and productive citizens.
- Provide a rigorous academic curriculum which challenges all students to develop their intellectual capabilities to the fullest.
- Devise techniques of teaching that will prepare students for a world of rapid change requiring continuous learning.
- Maximize the potential of each student by adapting teaching methods to the diversity of learning styles and capabilities of students.
- Create an environment designed to encourage a students' development and maintenance of a positive self-image and attitude toward school.
- Assist students and staff in developing an understanding of and an appreciation for persons of different social, economic, cultural, and ethnic groups.
- Provide encouragement of and opportunities for creativity.
- Assist in the development of sound health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.
- Prepare students to take advantage of present and future career opportunities.
- Work cooperatively with other public and private community entities to enhance and support student learning experiences.
- Enhance community interest in and understanding of the purposes and processes of public education.

BELIEFS

We, the members of the Wicomico County Board of Education and the Superintendent of Schools, believe the following:

- All students can learn.
- Each student should be challenged to reach his or her full potential.
- The diversity of each individual, including his or her unique and innate characteristics, should be respected.
- Students should be exposed to a wide array of academic, co-curricular, and extracurricular experiences.
- Students should experience rigorous content and achieve high standards.
- Each student should acquire a core body of knowledge and a set of definable skills prior to graduation.
- Community-based values should be reinforced.
- Parents or guardians should be intimately involved in the education of their child(ren).
- Schools should welcome and encourage parental and community involvement.
- Students benefit when those closest to the action are involved in the decision-making process.
- Continual evaluations of the school system should be made to ensure the effective and efficient delivery of high quality public education.
- Public education should be governed by local board of education.
- The Maryland State Board of Education, the Maryland State Department of Education, and the U.S. Department of Education should be supportive of the local boards of education.

Revised 3/11/97

GRADUATION REQUIREMENTS FOR ALL STUDENTS
Maryland High School Diploma

The Maryland High School Diploma is awarded to those students who have met four basic requirements:

A. Enrollment

The student must have been a full-time student for four years beyond grade eight unless one of the alternatives approved by the Maryland State Board of Education is satisfied.

B. Credits

The student must have earned a minimum of twenty-one credits at the completion of grade twelve. At least four of these credits shall be earned after the completion of grade eleven unless an alternative method is approved. The credits must include the following:

<u>Subject</u>	<u>Core Credits</u>
English	4
Social Studies	3 Modern World History (1), Foundations of American Government (1), and United States History (1)
Science	3 Science Biology including laboratory component
Mathematics **	3** Algebra (1), Geometry (1)
Health	½
Physical Education	1 (½ Maryland / ½ Wicomico County)
Fine Arts	1 Art, music, or drama
Technology Education	1

*A student must also meet one of the following career preparation options:

1. Satisfactory completion of two credits in the same foreign language.
2. Satisfactory completion of one of the state approved Career Technology programs.
3. Satisfactory completion of two credits in Advanced Technology.

**Although only 3 mathematics credits are required for graduation, all incoming ninth graders must enroll in a mathematics course each year of high school beginning in the 2014-2015 school year. (*College and Career Readiness and College Completion Act of 2013*)

C. Student Service Learning

The student must have satisfactorily met the student service requirement. For additional information see page 8.

EARNING CREDIT

A. Credit for Courses Taken While in Middle School

1. A rising ninth grader who has completed one or more of the following courses with a grade of D or better while in middle school will receive high school credit:
 - a. Approved middle school course which is the same as offered in the high school and which is tested by the same criterion reference test (Algebra I, French I, and Spanish I).
 - b. Actual courses taken in high school.
 - c. Approved, comparable, and recognized high school program, e.g., The John Hopkins CTY program.
2. Students who pass will receive a credit and the appropriate grade points will count toward their high school grade point average.
3. Students who decide to retake one of the identified courses in high school will receive the higher grade and grade points.
4. Students who do not want the grade(s) and grade points from middle school courses to remain on their high school records must contact their high school guidance counselor, in writing, by the end of the first marking period of the ninth grade to have them removed.

B. Credit by Examination - A rising ninth grader or other high school student who is entering from outside the school system may earn high school credit through the following provisions:

1. The student must take and pass the challenge examination with a passing grade of 70 percent or higher.
2. The student may take a challenge examination only once.
3. Students will receive the actual grade earned of “C” or better and the appropriate grade points earned. This credit will count toward their high school grade point average.
4. Students who decide to retake one of the identified courses in high school will receive the higher grade and grade points.
5. Students who do not want the grade(s) and grade points from middle school courses to remain on their high school records must contact their high school guidance counselor, in writing, by the end of the first marking period of the ninth grade to have them removed.

SERVICE-LEARNING: A REQUIRED CURRICULUM COMPONENT

ALL students in Maryland must meet the state graduation requirement in service-learning which must include *preparation, action, and reflection*. In Wicomico County, that requirement is met in grades six through nine with service learning as a component of the curricula for English, mathematics, science, and social studies.

Service-Learning Sequence by Grade and Subject in Wicomico County

<u>GRADE</u>	<u>SUBJECT</u>	<u>MINIMUM HOURS</u>
6	Social Studies (Orientation)	5
	English (Infused)	5
	Science (Infused)	5
	Family & Consumer Sciences	5
7	Social Studies (Infused)	5
	English (Infused)	5
	Science (Infused)	5
	Mathematics (Infused)	5
8	Social Studies (Infused)	5
	English (Infused)	5
	Science (Infused)	5
	Mathematics (Infused)	5
9	Social Studies (Infused)	5
	English (Infused)	5
	Science (Infused)	5
	Mathematics (Infused)	5
10	(No infused core curricular hours committed to service learning)	
11	Elective: Students Organized for Service I (Parkside High only)	
12	Elective: Students Organized for Service 11 (Parkside High only)	

Students become involved in *preparation, action, and reflection* of class, team, and individual service projects. *Infusion* is accomplished by including experiential service-learning activities in already existent units of study. In middle school, infusion may be accomplished through using service-learning as a theme for interdisciplinary teams. In all instances, projects/plans should offer a wide array of choice.

GENERAL INFORMATION GRADE SIX

I. COURSE SELECTION

- A. Course selections should be discussed with teachers, parents/guardians, and your middle school counselor.
- B. Elective courses chosen for the coming school year should be checked on the Course Selection Form, taken home and reviewed with your parents/guardians, and returned with the required signatures by the deadline date.
- C. Course placement will take into consideration both academic performance (grades, State and local assessments) and teacher recommendations.

II. REQUIRED COURSES

- A. Reading /English Language Arts
- B. Ancient History 6
- C. Mathematics

Each student will be enrolled in one of the following selections according to student performance data.

- 1. Math Ex 6
- 2. Math 6
- D. Integrated Science 6
- E. Physical Education 6
- F. Fine Arts 6 - (students will select at least one)
 - 1. Choral Music
 - 2. General Music
 - 3. Beginning Band (if offered)
 - 4. Continuing Band (Must be recommended by Elementary Band Director)
 - 5. Strings
 - 6. Art
- G. Related Arts
 - 1. Family and Consumer Sciences 6
 - 2. Technology Education 6
- H. Health 6
- I. Computer 6

III. ESOL (English for Speakers of Other Languages)

IV. SPECIAL EDUCATION/504

Special education services are provided at the middle school level for students with disabilities. Wicomico County special education services comply with federal and state laws. These laws specify that students with disabilities will be educated with their non-disabled peers to the maximum extent appropriate and have access to the general education curriculum in the least restrictive environment.

COURSE DESCRIPTIONS GRADE SIX

English

Reading/English Language Arts

Students will continue to develop literacy skills through the integration of reading, writing, listening, speaking, language, and vocabulary. Instruction is aligned with Maryland's College and Career Ready Standards. Each quarter students will read literary (novels, short stories, poetry, etc.) and informational texts (articles, autobiographies, websites, etc.) and write argumentative, informative, and narrative pieces. Program implementation involves direct, explicit instruction of reading and writing strategies and skills.

Social Studies

Ancient History 6

Students will focus on studying the geographic, political, economic, and social development of early civilizations. They will explore the earliest recorded history of civilizations to the empires of Greece and Rome. The course begins with an in-depth study of ancient Egyptian and Mesopotamian societies, as well as cultures of early Africa, India, and China. Students will also examine the characteristics of the major world religions including Christianity, Judaism, Islam, and Buddhism.

Mathematics

Math Ex 6

This curriculum extends understandings of the Maryland College and Career Ready Standards for grade six. Extensions of topics will be provided throughout the curriculum. Focal areas include: connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; developing an understanding of multiplication and division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking. Students will be expected to demonstrate the Eight Standards of Mathematical Practice throughout this course.

Prerequisite: Placement is dependent on student achievement data

Math 6

This curriculum develops understandings of Maryland College and Career Ready Standards for grade six. Extensions of topics are available throughout the curriculum. Focal areas include: connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; developing an understanding of multiplication and division of fractions and extending the notion of number to the system of rational numbers, which includes negative

numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking. Students are provided opportunities for deep understanding via multiple representations of concepts. Students will be expected to demonstrate the Eight Standards of Mathematical Practice throughout this course.

Science

Integrated Science 6

Grade 6 Science includes content from Earth and Space Science (Earth's Systems & Astronomy), Life Science (Ecology), and Physical Science (Waves, Electricity, and Magnetism). The knowledge, processes, and applications of science introduced in middle school expand upon those learned in grades K-5. This program is aligned with the Next Generation Science Standards, and the objectives are achieved through active student engagement in science content and practices.

ESOL

ESOL I English for Speakers of Other Languages

ESOL I is designed to prepare non-English-speaking students to communicate orally and to acquire both linguistic proficiency and cultural awareness. Students focus upon English skills necessary for classroom success. In addition, students learn to participate in the community and to understand basic cultural differences. ESOL I students will focus on reading, writing, speaking, and listening skills at a beginning level. In placing new students, the ESOL teacher will administer the WIDA –W-APT Placement Assessment and review prior records to determine the students' level of English proficiency. World Language credit is given for this course.

ESOL II English for Speakers of Other Languages

ESOL II is designed to prepare limited English proficient students to communicate proficiently, to polish linguistic skills and to enhance their cultural awareness. Students focus upon skills necessary for classroom and community success. Student proficiency level is intermediate to advanced in the areas of reading, writing, speaking and listening. In placing new students, the ESOL teacher will administer the WIDA –W-APT Placement Assessment and review prior records to determine the student's level of English proficiency. World Language credit is given for this course.

Fine Arts/Performing Arts

Art 6

This course will encourage students to be creative while covering the basic elements of art and principles of design using a variety of techniques and media. Students will draw, paint, design crafts, and study art history. This course is aligned with the Maryland State Curriculum for Fine Arts.

General Music 6

This course will study rhythm, melody, harmony, form, and orchestral instruments. Students will be expected to apply fundamentals of music as they review American and worldwide music of the past and present. This course is aligned with Maryland State Curriculum for Fine Arts.

Choral Music 6

This course will teach proper singing techniques, the rudiments of rhythm and sight singing, and increase students' knowledge of musical literature. This course is aligned with the Maryland State Curriculum for Fine Arts. **Students are required to attend concerts and rehearsals scheduled after school hours.** A fee for maintenance of robes/uniforms may be required of the student.

Prerequisite: Recommendation from the elementary music teacher.

Beginning Band 6

This course will teach students to play woodwind, brass, or percussion instruments at the beginning level. Method materials and music practiced will develop musical skills and discipline. This course is aligned with the Maryland State Curriculum for Fine Arts.

Prerequisite: Recommendation from the elementary band director and the student must provide his/her instrument.

Continuing Band 6

This course will review and expand knowledge and skills acquired in grade five beginning band. Methods, materials, and music practiced will develop musical skills to perform "Grade I and II" music reasonably well. Intermediate skills and knowledge will be explored. Class members may audition for the Concert and Marching Bands. This course is aligned with the Maryland State Curriculum for Fine Arts. **Students are required to attend concerts and rehearsals scheduled after school hours.** A fee for maintenance of uniforms may be required of the student. If school owned equipment is used by the student a rental fee is required.

Prerequisite: Recommendation from the Elementary Band Director

Strings 6

This course will review and expand knowledge and skills acquired in grade four and five beginning strings. Methods, materials and music practiced will develop musical skills to perform “Grade I” music reasonably well. Intermediate skills and knowledge will be explored. This course is aligned with the Maryland State Curriculum for Fine Arts. **Students are required to attend concerts and rehearsals after school hours.** A fee for maintenance of concert attire may be required of the student. If school owned equipment is used by the student a rental fee is required.

Prerequisite: Recommendation from the Elementary School String Teacher

Health and Physical Education

Health 6

This course provides students with the opportunity to receive accurate and up to date information and develop healthful attitudes and behaviors to encourage a lifelong, healthy lifestyle. The seven units of study for sixth grade are mental health, legal and illegal drugs, personal and consumer health, family life and human sexuality, safety and injury prevention, nutrition and disease prevention and control. Parent permission is required for the family life and human sexuality and disease prevention and control units. The School Health Council previews and approves all curricular materials.

Physical Education 6

This course builds upon the themed activities taught at the elementary level with a central focus upon each student's continuous development of physical fitness attributes and movement skills. Through meaningful activities, students are taught the importance of maintaining a healthy lifestyle through participation in regular physical activity. The themed activities include fitness, nutrition and health, creative movements, fundamental movements, jumping and landing, chasing, fleeing and dodging, rolling and weight transfer, kicking, punting & dribbling, dribbling with hands, volleying, throwing and catching, striking with short handled implements, striking with long handled implements. Student proficiency is determined through a combination of cognitive, affective and psycho-motor assessments.

Technology Education

Computer 6

In this course students are taught touch fingering techniques to enter alphanumeric data on a keyboard. This course allows students to both communicate and obtain information electronically. Computer crime, security, reliability, and social issues of privacy will also be introduced. Students will also be introduced to the Computer Science Discoveries curriculum to introduce them to computer science, computing, and computational thinking.

Family and Consumer Sciences 6

This course focuses on introducing and outlining basic life skills to help prepare students for the challenges associated with middle school. Special attention is given to positive self-image, personal care, food selection and nutrition as well as an introduction to basic hand sewing techniques. Class activities include large presentations, demonstrations, laboratories, small group work, and individual projects. Students will have completed five hours of student service learning at the culmination of this course.

Technology Education 6

This course will place emphasis on using technology to solve problems in the areas of transportation, manufacturing, communications, and power/energy/transportation. Students will solve practical problems using science, math, and technology skills. Teamwork, positive work habits, and safe use of tools and equipment will be stressed.

GENERAL INFORMATION GRADE SEVEN

I. COURSE SELECTION

- A. Course selections should be discussed with teachers, parents/guardians, and your guidance counselor.
- B. Elective courses chosen for the coming school year should be checked on the Course Selection Form, taken home and reviewed with parents/guardians, and returned with required signatures by the deadline date.
- C. Course placement will take into consideration both academic performance (grades, State and local assessments) and teacher recommendations.

II. REQUIRED COURSES

- A. Reading/English Language Arts
- B. World History 7
- C. Mathematics

Each student will be enrolled in one of the following selections according to student performance data.

- 1. Transitional Algebra
- 2. Math 7
- D. Integrated Science 7
- E. Physical Education 7
- F. Computer 7
- G. Health 7
- H. Fine Arts/Performing Arts - Select at least one of the following: Art, Band, Strings, Chorus or General music

III. ELECTIVE COURSES - Note: seventh grade students will select from the following list:

- A. Family and Consumer Sciences 7
- B. Technology Education 7
- C. An additional Fine Arts/Performing Arts course
- D. Exploratory Foreign Language

IV. ESOL (English for Speakers of Other Languages)

V. SPECIAL EDUCATION/504

Special education services are provided at the middle school level for students with disabilities. Wicomico County special education services comply with federal and state laws. These laws specify that students with disabilities will be educated with their non-disabled peers to the maximum extent appropriate and have access to the general education curriculum in the least restrictive environment.

COURSE DESCRIPTIONS GRADE SEVEN

English

Reading/English Language Arts

Students will continue to develop literacy skills through the integration of reading, writing, listening, speaking, language, and vocabulary. Instruction is aligned with Maryland's College and Career Ready Standards. Each quarter students will read literary (novels, short stories, poetry, etc.) and informational texts (articles, autobiographies, websites, etc.) and write argumentative, informative, and narrative pieces. Program implementation involves direct, explicit instruction of reading and writing strategies and skills.

World Language

Exploratory Foreign Language 7

The exploratory course in world language presents students with strategies for language learning, offers insight into the nature of language itself, and introduces students to French, Spanish, and American Sign Language. Students will receive exposure to the culture of other countries. Native language skills will be refined and expanded continuously. World language career options and advantages are discussed. The intention of the course is to inspire curiosity, interest, and success leading to the formal study of a world language.

Social Studies

World History 7

Students will continue to explore world history by focusing their attention on the study of Greek and Roman cultures from economic, political, geographic, and historic perspectives. Students will examine what life was like and how it started to change during the early and later middle ages, and throughout the Renaissance and Protestant Reformation. Students will also gain an understanding of the role of the religious institutions in the political, social, and economic climate of the time.

Mathematics

Transitional Algebra

This accelerated course is designed as a pathway for students who will take Honors Algebra 1 in the 8th grade. Transitional Algebra is a combination of ALL grade seven Maryland College and Career Ready Standards and additionally selected grade eight Maryland College and Career Ready Standards that will prepare students for future success in Algebra 1. Please note that this course will be taught at an accelerated pace due to the amount of material that will be addressed. Enrollment in this course is dependent on student performance data collected at the end of the 6th grade year.

Prerequisite: Eligibility determined based on 6th grade performance data

Math 7

This curriculum develops understandings of the Maryland College and Career Ready Standards for grade seven. This course will concentrate on student understanding of concepts related to the following: developing an understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions; working with two and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples. Students are provided opportunities for deep understanding via multiple representations of concepts. Students will be expected to demonstrate the Eight Standards of Mathematical Practice throughout this course.

Science

Integrated Science 7

Grade 7 Science includes content from Earth and Space Science (Environmental Issues), Life Science (Genetics, Diversity of Life, Human Anatomy), and Physical Science (Matter & Interactions). The knowledge, processes, and applications of science introduced in middle school expand upon those learned in grades K-6. This program is aligned with the Next Generation Science Standards, and the objectives are achieved through active student engagement in science content and practices.

ESOL

ESOL I English for Speakers of Other Languages

ESOL I is designed to prepare non-English-speaking students to communicate orally and to acquire both linguistic proficiency and cultural awareness. Students focus upon English skills necessary for classroom success. In addition, students learn to participate in the community and to understand basic cultural differences. ESOL I students will focus on reading, writing, speaking, and listening skills at a beginning level. In placing new students, the ESOL teacher will administer the WIDA –W-APT Placement Assessment and review prior records to determine the students' level of English proficiency. World Language credit is given for this course.

ESOL II English for Speakers of Other Languages

ESOL II is designed to prepare limited English proficient students to communicate proficiently, to polish linguistic skills and to enhance their cultural awareness. Students focus upon skills necessary for classroom and community success. Student proficiency level is intermediate to advanced in the areas of reading, writing, speaking and listening. In placing new students, the ESOL teacher will administer the WIDA –W-APT Placement Assessment and review prior records to determine the student's level of English proficiency. World Language credit is given for this course.

Fine Arts/Performing Arts

Art 7

This course will use a variety of visual art techniques and media. The students will complete approximately seven projects dealing with drawing, paints, crafts, 2-D design, 3-D design, and art history. This course is aligned with the Maryland State Curriculum for Fine Arts.

General Music 7

This course will study rhythm, melody, harmony, form, and orchestral instruments. Students will be expected to apply fundamentals of music as they review American and world-wide music of the past and present. This course is aligned with the Maryland State Curriculum for Fine Arts.

Choral Music 7

This course will teach proper singing techniques, rudiments of rhythm and sight singing, and increase student's knowledge of musical literature. Students will build upon skills learned in Grade 6 music/chorus. This course is aligned with the Maryland State Curriculum for Fine Arts. **Students are required to attend concerts and rehearsals scheduled after school hours.** A fee for maintenance of robes/uniforms may be required of the student.

Prerequisite: Recommendation from the Middle School Choral Director

Band 7

This course will review and expand knowledge and skills acquired in grade six band. Methods, materials and music practiced will develop musical skills to perform "Grade II" music reasonably well. Intermediate skills and knowledge will be explored. Class members may audition for the Concert and Marching Bands. This course is aligned with the Maryland State Curriculum for Fine Arts. **Students are required to attend concerts and rehearsals scheduled after school hours.** A fee for maintenance of uniforms may be required of the student. If school owned equipment is used by the student a rental fee is required.

Prerequisite: Recommendation from the Middle School Band Director

Strings 7

This course will review and expand knowledge and skills acquired in grade six strings. Methods, materials and music practiced will develop musical skills to perform "Grade I and II" music reasonably well. Intermediate skills and knowledge will be explored. This course is aligned with the Maryland State Curriculum for Fine Arts. **Students are required to attend concerts and rehearsals scheduled after school hours.** A fee for maintenance of concert attire may be required of the student. If school owned equipment is used by the student a rental fee is required.

Prerequisite: Recommendation from the Middle School String Teacher

Health and Physical Education

Health 7

This course provides students with the opportunity to receive accurate and up to date information and develop healthful attitudes and behaviors to encourage a lifelong, healthy lifestyle. The seven units of study for seventh grade are mental health, legal and illegal drugs, personal and consumer health, family life and human sexuality, safety and injury prevention, nutrition and disease prevention and control. Parent permission is required for the family life and human sexuality and disease prevention and control units. The School Health Council previews and approves all curricular materials.

Physical Education 7

This course integrates the themed activities taught at sixth grade with a variety of modified sports which focus upon each student's continuous development of physical fitness attributes and movement skills. Through meaningful activities, students are taught the importance of maintaining a healthy lifestyle through participation in regular physical activity. The themed activities include fitness, nutrition and health, creative movements, fundamental movements, jumping and landing, chasing, fleeing and dodging, rolling and weight transfer, kicking, punting and dribbling, dribbling with hands, volleying, throwing and catching, striking with short handled implements, striking with long handled implements. The modified sports include flag football, rugby, soccer, basketball, volleyball, hockey, speedball, handball, ultimate Frisbee, tennis, cricket, softball, pickle ball, golf, bowling, dance, gymnastics and aquatics. Student proficiency is determined through a combination of cognitive, affective and psycho-motor assessments.

Technology Education

Computer 7

This course begins with a review and refinement of keyboarding skills from grade six. Keyboarding applications are then introduced. Keyboarding applications are the process by which students will cover all features of word processing and desktop publishing. They will learn how to format documents that they will need in their future studies. These include reports, letters, envelopes, memorandums, newspapers, and tables. Computer crime, security, reliability, and social issues of privacy will be introduced to all students. Students will continue to build on their skills related to the Computer Science Discoveries curriculum to introduce them to computer science, computing, and computational thinking.

Family and Consumer Sciences 7

This course provides a foundational overview of the various content areas within Family and Consumer Sciences. Units covered include personal development, child care, nutrition, food preparation, consumer issues and hand sewing techniques. Class activities include large presentations, demonstrations, laboratories, small group work, and individual projects.

Technology Education 7

Students will explore the use of technology in the areas of transportation, manufacturing, communications, and power/energy/transportation. Students will use drafting tools and CADD software to design products. They will mass produce a product and will design and test a model bridge or structure. Students will learn about careers. Teamwork and safe use of tools and equipment will be stressed.

GENERAL INFORMATION GRADE EIGHT

I. COURSE SELECTION

- A. Course selections should be discussed with teachers, parents/guardians, and your guidance counselor.
- B. Elective courses chosen for the coming school year should be checked on the Course Selection Form, taken home and reviewed with your parents/guardians, and returned with the required signatures by the deadline date.
- C. Course placement will take into consideration both academic performance (grades, State and local assessments) and teacher recommendations.

II. REQUIRED COURSES

- A. Reading English Language Arts/World Language
Each student will be enrolled in one of the following selections, according to academic performance.
 - 1. Reading/English Language Arts
 - 2. Reading 8/World Language
- B. United States History 8
- C. Mathematics 8
Each student will be enrolled in one of the following selections according to student performance data.
 - 1. Honors Algebra I
 - 2. Math 8
- D. Integrated Science 8
- E. Physical Education 8
- F. Computer 8
- G. Health 8

III. ELECTIVE COURSES - (Choose two) At least one must be a Fine Art/Performing Arts Course

- A. Art 8
- B. Band 8
- C. Chorus 8
- D. General Music 8
- E. Strings 8
- F. Family and Consumer Sciences 8
- G. Technology Education 8
- H. Exploratory Foreign Language

IV. ESOL (English for Speakers of Other Languages)

V. SPECIAL EDUCATION/504

Special education services are provided at the middle school level for students with disabilities. Wicomico County special education services comply with federal and state laws. These laws specify that students with disabilities will be educated with their non-disabled peers to the maximum extent appropriate and have access to the general education curriculum in the least restrictive environment.

COURSE DESCRIPTIONS GRADE EIGHT

English

Reading/English Language Arts

Students will continue to develop literacy skills through the integration of reading, writing, listening, speaking, language, and vocabulary. Instruction is aligned with Maryland's College and Career Ready Standards. Each quarter students will read literary (novels, short stories, poetry, etc.) and informational texts (articles, autobiographies, websites, etc.) and write argumentative, informative, and narrative pieces. Program implementation involves direct, explicit instruction of reading and writing strategies and skills.

World Language

Spanish I

4031 Grades 8-12

1 high school credit

Spanish I emphasizes listening, speaking, reading, and writing within a cultural context. It involves the study and use of vocabulary and basic grammar using textbooks and visual aids. Speaking in Spanish is required. Written and oral practice beyond the classroom is expected. Students successfully completing this course will receive a high school credit.

French I

4021 Grades 8-12

1 high school credit

French I emphasizes listening and speaking skills. Conversation centers on the family, foods, sports, and daily life in France. French I also introduces reading and writing skills, as well as basic grammatical concepts. This course requires students to learn and practice new vocabulary daily outside class. Students successfully completing this course will receive a high school credit.

Exploratory Foreign Language 8

The exploratory course in world language presents students with strategies for language learning, offers insight into the nature of language itself, and introduces students to French, Spanish, and American Sign Language. Students will receive exposure to the culture of other countries. Native language skills will be refined and expanded continuously. World language career options and advantages are discussed. The intention of the course is to inspire curiosity, interest, and success leading to the formal study of a world language.

Social Studies

United States History 8

The course begins with a study of the English colonies, the struggles for political power, declaring and winning independence, and the forging of a new republic. Analysis of primary source documents such as, Articles of Confederation, Mayflower Compact, Declaration of Independence, and U.S. Constitution will be addressed during this class. The War of 1812, Manifest Destiny, Jacksonian Democracy, and the plight of enslaved individuals will also comprise major emphasis in this course. The course will end with in depth study of the Civil War and Reconstruction.

Mathematics

Honors Algebra I

3024 Grade 8

1 high school credit

Aligned to Maryland College and Career - Ready Standards, this course formalizes and extends mathematics that students learned in the middle grades and is a more ambitious version of Algebra I than has generally been offered. This course will focus on five critical areas: (1) developing fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems; (2) exploring relationships between linear and exponential functions; (3) using regression techniques to describe approximately linear relationships between quantities and make judgments about the appropriateness of linear models based on graphical representations; (4) creating and solving equations and inequalities involving quadratic expressions; (5) exploring characteristics of quadratic functions and expanding student understanding of functions to include square root, cube root, absolute value, step, and piecewise-defined.

Prerequisite: C or better in Transitional Algebra; Students enrolling in Honors Algebra 1 must take the end of course PARCC Algebra 1 assessment required for high school graduation. Currently, students need to achieve a score of 725 to meet the graduation requirement. Beginning with the Class of 2024, this required score will increase to 750.

Math 8

This curriculum develops understandings of the Maryland College and Career Ready Standards for grade eight. This course will concentrate on student understand of concepts related to creating and reasoning about expressions and equations. This will include modeling an association in which two-variable data is used with a linear equation. Additionally, students will be solving linear equations and systems of linear equations. The concept of a function and using functions to describe quantitative relationships will be explored. Students will analyze two-dimensional figures and three-dimensional space and figures using distance, angle, similarity, and congruence. This will include using the Pythagorean Theorem. Students are provided opportunities for deep understanding via multiple representations of concepts. Students will be expected to demonstrate the Eight Standards of Mathematical Practice throughout this course.

Science

Integrated Science 8

Grade 8 Science includes content from Earth and Space Science (Weather & Climate), Life Science (Evolution & Adaptations), and Physical Science (Chemistry & Mechanics). The knowledge, processes, and applications of science introduced in middle school expand upon those learned in grades K-7. This program is aligned with the Next Generation Science Standards, and the objectives are achieved through active student engagement in science content and practices.

ESOL

ESOL I English for Speakers of Other Languages

ESOL I is designed to prepare non-English-speaking students to communicate orally and to acquire both linguistic proficiency and cultural awareness. Students focus upon English skills necessary for classroom success. In addition students learn to participate in the community and to understand basic cultural differences. ESOL I students will focus on reading, writing, speaking, and listening skills at a beginning level. In placing new students, the ESOL teacher will administer the WIDA –W-APT Placement Assessment and review prior records to determine the students' level of English proficiency. World Language credit is given for this course.

ESOL II English for Speakers of Other Languages

ESOL II is designed to prepare limited English proficient students to communicate proficiently, to polish linguistic skills and to enhance their cultural awareness. Students focus upon skills necessary for classroom and community success. Student proficiency level is intermediate to advanced in the areas of reading, writing, speaking and listening. In placing new students, the ESOL teacher will administer the WIDA –W-APT Placement Assessment and review prior records to determine the student's level of English proficiency. World Language credit is given for this course.

Health and Physical Education

Health 8

This course provides students with the opportunity to receive accurate and up to date information and develop healthful attitudes and behaviors to encourage a lifelong, healthy lifestyle. The seven units of study for eighth grade are mental health, legal and illegal drugs, personal and consumer health, family life and human sexuality, safety and injury prevention, nutrition and disease prevention and control. Parent permission is required for the family life and human sexuality and disease prevention and control units. The School Health Council previews and approves all curricular materials.

Physical Education 8

This course utilizes the themed activities and modified sports taught at sixth and seventh grade to reinforce each student's continuous development of physical fitness attributes and movement skills. Through meaningful activities, students are taught the importance of maintaining a healthy lifestyle through participation in regular physical activity. The themed activities include fitness, nutrition and health, creative movements, fundamental movements, jumping and landing, chasing, fleeing and dodging, rolling and weight transfer, kicking, punting and dribbling, dribbling with hands, volleying, throwing and catching, striking with short handled implements, striking with long handled implements. The modified sports include flag football, rugby, soccer, basketball, volleyball, hockey, speedball, handball, ultimate Frisbee, tennis, cricket, softball, pickle ball, golf, bowling, dance, gymnastics and aquatics. Student proficiency is determined through a combination of cognitive, affective and psycho-motor assessments.

Fine Arts/Performing Arts

Art 8

This course is designed for students to become acquainted with a variety of art mediums and to demonstrate their abilities in drawing, cartooning, painting, and sculpture. Students will become aware of a number of artists and their styles. Students who show advanced knowledge and skill will work on a higher level. This course is aligned with the Maryland State Curriculum for Fine Arts.

Band 8

This course will review and expand knowledge and skills acquired in Grade 7 band. Methods, materials and music practiced will develop musical skills to perform “Grade II and III” music reasonably well. Advanced skills and knowledge will be explored. Marching techniques will be demonstrated. Class members are eligible to perform in the Concert Band and may audition for the Marching Band/Symphonic Band. This course is aligned with the Maryland State Curriculum for Fine Arts.

Students are required to attend concerts and rehearsals scheduled after school hours. A fee for maintenance of uniforms may be required of the student. If school owned equipment is used by the student a rental fee is required.

Prerequisite: Recommendation from the Middle School Band Director

Choral Music 8

This course will teach proper singing techniques, rudiments of rhythm and sight singing, and increase student's knowledge of musical literature. Students will build upon skills learned in Grade 7 music/chorus. This course is aligned with the Maryland State Curriculum for Fine Arts. **Students are required to attend concerts and rehearsals scheduled after school hours.** A fee for maintenance of robes/uniforms may be required of the student.

Prerequisite: Recommendation from the Middle School Choral Director

General Music 8

This course will allow students to demonstrate creative ability experimenting with different sounds and improvisation. It also covers music theory and musical instruments. The elements of music history, voice, and piano are also explored. It will be taught at a more advanced level than General Music 7. This course is aligned with the Maryland State Curriculum for Fine Arts.

Strings 8

This course will review and expand knowledge and skills acquired in Grade 7 strings. Methods, materials and music practiced will develop musical skills to perform "Grade II" music reasonably well. Intermediate skills and knowledge will be explored. This course is aligned with the Maryland State Curriculum for Fine Arts. **Students are required to attend concerts and rehearsals scheduled after school hours.** A fee for maintenance of concert attire may be required of the student. If school owned equipment is used by the student a rental fee is required.

Prerequisite: Recommendation from the Middle School String Teacher

Technology Education

Computer 8

This course will provide an introduction to the concepts of basic computing skills. All eighth-grade students will have the opportunity to acquire skills necessary for database, spreadsheet, graphing, and desktop publishing applications. Additionally, word processing skills will be reinforced. Students will be exposed to a combination of lectures, demonstrations, class work exercises, and hands-on activities using a word processing software program and supplementary materials. Computer Science and Computational learning will be a major emphasis within this course. The Computer Science Discoveries curriculum will be the basis for this instruction.

Family and Consumer Sciences 8

This course builds upon the Family and Consumer Sciences units taught in sixth and seventh grade. Units covered include personal development, child care, nutrition, food preparation, consumer issues and advanced hand sewing techniques. In addition, the students also learn the foundations of financial literacy as well as interpersonal, problem-solving and communication skills being emphasized throughout the units. Class activities include large presentations, demonstrations, laboratories, small group work, and individual projects.

Technology 8

This course emphasizes problem solving skills and the systems approach as related to technology. The areas of transportation, power/energy/transportation, manufacturing, and communications will be examined. Students will gain knowledge in a hands-on learning approach through various projects and activities. Teamwork and the safe use of tools and machines will be stressed.