William H. Farquhar
Middle School

Course Bulletin
2018-2019
AT A GLANCE
The 6th grade student’s instructional program consists of a total of seven (7) classes. Educational growth, program continuity, and preparation for high school & college are achieved through a combination of required and elective courses, with options for advanced level programs:

1) English 6 or Advanced English 6  
2) Digital Literacy  
3) Investigations in Science 6  
4) Curriculum 2.0 (C2.0) Mathematics 6  
5) Curriculum 2.0 Investigations to Mathematics  
6) Historical Inquiry in World Studies 6  
7) PE 6/Health  
8) Elective: Arts Rotation, Band, Orchestra

Note: Students enrolled in special programs should consult with their counselor to choose the appropriate elective option.

ENGLISH

ENGLISH 6  
This course integrates the five English/ language arts processes (reading, writing, listening, speaking, and viewing) and the two contents (language and literature) in a thematic organization of four units. Rigor and challenge are essential components of the instructional approach to English 6, and are further emphasized in the William and Mary language arts program. Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit.

Teachers will implement the curriculum through the following thematic units:

UNIT 1: FOUNDATIONS  
UNIT 2: ADVENTURES  
UNIT 3: CHALLENGES AND BARRIERS  
UNIT 4: ARTISTIC CHOICES

Students read, analyze, and study different genres related to each of the themes and complete required common tasks. The common tasks focus primarily on the writing process for three types of writing—argument, narrative, informative/explanatory—and they include the use of information, word processing, and presentation technology to address a variety of language skills. Students have opportunities to present their work orally and through the medium of technology. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills.

In Grade 6, students move primarily from examining texts from a reader’s point of view (comprehension) to looking at texts from a writer’s point of view (analysis). Students employ the texts they read as models for their own writing.

Students write to learn, exploring their ideas for communicating with others and reflecting as a means of making sense of their world. They engage in the writing process and in tasks that require a blend of writing purposes: Argument, Research-Synthesis, Textual Analysis, and Creative-Reflective. By examining the 6–Traits of excellent writing (ideas and development, organization, word choice, sentence fluency, voice, and conventions), students learn to express themselves through the written and spoken word with clarity, power, and fluency. Students learn to organize ideas effectively to support a clear thesis and develop ideas specifically to meet the needs of audience and purpose.
As students speak, listen, read, and write, they build language skills and expand vocabulary. Enriched vocabulary supports academic oral language proficiency, reading comprehension, and writing development.

Grammar, usage, and sentence construction are taught as integral parts of the drafting and revision processes. In this course, students learn to write clearly, read critically, speak thoughtfully, and listen carefully to explore language and literature as catalysts for deep thought and emotion.

DIGITAL LITERACY
The Digital Literacy curriculum focuses on developing critical and creative thinking through reading, writing, speaking, listening, and viewing in a 21st Century approach. Working through a problem-based process, students learn to define real world problems of interest, research the causes of those problems using real-time global texts and then create solutions to address the problems. Students will advance their understanding of comprehension, analysis, and evaluation of text as well as vocabulary acquisition through reading complex informational and argumentative texts in a technology-rich medium. Students will collaborate regularly both through the research and the solution phases of their investigations. Students’ curiosity and motivation will engage the students in their investigations while learning and refining the processes that will enrich all other courses and prepare them for college and career projects.

READ 180
Read 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. Students rotate between a small-group, teacher-directed lesson, a computer station for reinforcement and practice, and an independent reading center where students read books at his/her reading level. The program is designed to rapidly accelerate student achievement, with the goal of bringing them to grade level.

SCIENCE

INVESTIGATIONS IN SCIENCE 6 (IS6)
IS6 is a problem/project-based curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS6 center around topics related to matter and its interactions, ecosystem dynamics, human impacts on the environment, energy, and waves. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems. Students are awarded 10 SSL (Student Service Learning) hours at the completion of grade 6 science for their full participation in SSL activities.

MATHEMATICS

CURRICULUM 2.0 (C2.0) MATHEMATICS 6
The Curriculum 2.0 (C2.0) Math 6 program develops a deep understanding of mathematics by building a strong foundation of number sense in the grade-level content. Students who are successful in the grade-level content will be able to reach Algebra 1 by Grade 8 and an Advanced Placement course, such as AP Calculus, in high school.

Note: Units/Domains: Ratios & Proportional Relationships, The Number System, Expressions & Equations, Geometry, and
CURRICULUM 2.0 INVESTIGATIONS TO MATHEMATICS
This course is recommended for students who have taken the compacted 5/6 mathematics course and successfully completed the math 6 standards. Curriculum 2.0 Investigations into Mathematics (IM) extends students’ understanding of mathematical concepts developed in C2.0 Mathematics 6 and accelerates the pace of instruction to prepare for C2.0 Algebra 1. This course compacts all of the Grade 7 Common Core State Standards (CCSS) and much of the Grade 8 Common Core State Standards into a single year. Students who successfully complete C2.0 IM are prepared for C2.0 Algebra 1 in Grade 8. The remaining Grade 8 CCSS are compacted into the C2.0 Algebra 1 course. Instruction for C2.0 IM will focus on four critical areas (1) developing a unified understanding of number, recognizing fractions, decimals (including either those that have a finite or a repeating decimal representation), and percents as different representations of rational numbers; (2) using linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; (3) comparing two data distributions and reasoning about differences between populations; (4) analyzing geometric relationships in order to solve real-world mathematical problems.

SOCIAL STUDIES

HISTORICAL INQUIRY IN WORLD STUDIES 6
Students learn about the rich cultures and history from the earliest human settlements of Mesopotamia, Egypt, Greece, Rome, and China to great civilizations of the year 1000 CE. Students are challenged to analyze archeological evidence, ask questions to further their knowledge, and understand history as an ongoing investigation. They are introduced to historical thinking skills including sourcing, close reading, corroboration, and research as they analyze primary and secondary documents. This course lays a foundation for students to understand key principles of cultural, political, economic and geographic systems both in the past and today.

PHYSICAL EDUCATION (PE) & HEALTH

PE 6
Middle school physical education instruction focuses on standards-based content that has been categorized into three measurement topics: health-related fitness, movement skills and concepts, and personal and social responsibility. Students will engage in fitness testing, skill acquisition, and game-type activities during 3 quarters of their 6th grade school year. Our goal is to have students become physically literate by establishing healthy habits and a mindset that motivates performance as well as positive sportsmanship.

HEALTH Grade 6
Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course includes the following four units of instruction: mental and emotional health; alcohol, tobacco and other drugs; personal and consumer health; and safety and injury prevention.
6TH GRADE ELECTIVES

(Choose one)

1) **Arts Rotation** (Full Year of four quarterly courses)
2) **Band 6** (Full Year)
3) **Orchestra 6** (Full Year)

**Note:** Students with prior experience in a foreign language may consult with their counselor/teacher about enrolling in a high school foreign language course.

1) **ARTS ROTATION:** Students will explore introductory courses that may include:

**MIDDLE SCHOOL STUDIO ART 1**

Students will be provided multiple and varied opportunities to explore *IDENTITY* and the many ways this theme can be represented through visual art. Students will develop a fundamental understanding of ideation, media techniques, formal qualities, and compositional devices. Students will:

- Work with a variety of art materials.
- Create projects in ceramics, sculpture, printmaking, drawing, painting and design.
- Study master artists throughout history.
- Explore digital art and application of technology to artistic function.

**INFORMATION AND COMMUNICATION TECHNOLOGY**

This course provides students with active learning experiences related to the productive use of computer-based applications. Students use word processing, spreadsheet presentation, programming, and research skills to complete authentic projects. These courses focus on the selection and use of appropriate technology tools and resources to solve problems and accomplish a variety of tasks. Course outcomes are based on national and state technology standards, such as the International Society for Technology in Education, the National Workforce Center for Emerging Technologies, and the Maryland State Technology Literacy Standards.

- Unit 1: Computer Literacy Including Hardware and Software
- Unit 2: Cyber-Safety
- Unit 3: Productivity Tools - Presentation, Word Processing and Spreadsheet
- Unit 4: Introduction to Programming

**MIDDLE SCHOOL DIGITAL ART AND PHOTOGRAPHY I**

Students will be provided multiple and varied opportunities to explore *IDENTITY* and the many ways this theme can be represented through visual art. Students will develop a fundamental understanding of ideation, media techniques, formal qualities, and compositional devices. Students will utilize digital media and/or digital photography to create artworks. This course is designed for students to learn the photo-editing software, *Photoshop CS6*. They will be able to make adjustments to photographs and artistically transform them into a piece of artwork. Photographic quality printers and paper will be used for the final products.
TECHNOLOGY AND DESIGN

This course is an introduction to engineering. In this course, developed by the International Technology and Engineering Educators Association (ITEEA), students learn about the nature of technology and problem solving. Students recognize the relationships and the connections between technology and other fields of study while working to understand the attributes of design. Students participate in engineering-design activities to understand how criteria, constraints, and processes affect designs.

2) MIDDLE SCHOOL BAND I

Students refine skills learned from their elementary Grade 4 and 5 instrumental music programs and develop more advanced performance techniques. The development of technical skills necessary to perform Grade 1 to Grade 2 Level music is stressed. 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. Students also learn melodic form and construction as they examine and perform more complex folk melodies and melodies from master composers. Students discuss the social and intellectual influences that affected the creation of the music they are studying. They begin to develop aesthetic criteria for measuring the quality of instrumental performance.

This course is open to any sixth grade student with an interest and an aptitude for learning a brass, woodwind, or percussion instrument. For students wishing to begin one of these instruments, private lessons are recommended to coincide with classroom instruction. Students will continue to learn their musical instruments through rehearsal of band music. Participation in concerts is mandatory.

3) MIDDLE SCHOOL STRINGS I

Students refine skills learned from their elementary Grade 4 and 5 instrumental music programs and develop more advanced performance techniques. The development of technical skills necessary to perform Grade 1 to Grade 2 Level music is stressed. 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 orchestra ensemble. Students also learn melodic form and construction as they examine and perform more complex folk melodies and melodies from master composers. Students discuss the social and intellectual influences that affected the creation of the music they are studying. They begin to develop aesthetic criteria for measuring the quality of instrumental performance.

The string orchestra is open to all students who play the violin, viola, cello, or string bass. For students wishing to begin one of these instruments, private lessons are recommended to coincide with classroom instruction. Participation in concerts is mandatory.

Note: For questions regarding Band or Orchestra, please contact Mr. Jeffrey Johns at Jeffrey_Johns@mcpsmd.org
ESOL (English for Speakers of Other Languages)
See course description under Special Programs on pages 18 & 19.

RESOURCE (Special Education)
Students who receive special education instruction in a resource program will have focused sustained instruction in learning strategies and skills that they will apply to their other classes. These strategies will help them attain their Individual Educational Plan (IEP) goals and objectives so that they can meet the academic demands of their content classes.

RELATED STUDIES
This program is available to students who are having difficulty in the traditional program and require additional support. Instead of an elective, students enroll in this course to have focused, sustained instruction in learning strategies and skills that they will apply to their other classes. These strategies will help them meet the academic demands of their content classes.

Note: Students enrolled in special programs will consult with their counselor to design the appropriate elective option.
--- GRADE 7 ---

**AT A GLANCE**

The 7th grade student’s instructional program consists of a total of seven (7) classes. Educational growth, program continuity, and preparation for high school & college are achieved through a combination of required and elective courses, with options for advanced level programs:

1) English 7 or Advanced English 7  
2) Curriculum 2.0 Investigations into Mathematics or Curriculum 2.0 (C2.0)  
   Algebra 1  
3) Investigations in Science 7  
4) Advanced Social Studies 7  
5) PE 7/Health  
6) Full Year Electives: French, Spanish, or Italian 1A/1B, Digital Literacy 2, READ 180, Intermediate Band 7, Orchestra 7  
7) Half Year Electives: Art 7, Digital Photo, Computer Apps, Invention and Engineering, TV Production 7, Exploring Theatre 7

*Note: Students enrolled in special programs or pupil enrichment, or opting out of World Language/Reading, should consult with their counselor to choose the appropriate elective option.*

**ENGLISH**

**ENGLISH 7**

This course integrates the five English/language arts processes (reading, writing, listening, speaking, and viewing) and the two contents (language and literature) in a thematic organization of four units. It builds on the students’ experiences in English 6 but involves greater rigor and challenge in its approach to the study of English. One example of such rigor may be found in the William and Mary language arts program.

Teachers will implement the curriculum through the following thematic units:

- **UNIT 1: IDENTITY**  
- **UNIT 2: A SENSE OF PLACE**

- **UNIT 3: PERSPECTIVES**  
- **UNIT 4: EXPRESSIONS**

Students in English 7 examine language and literature in the context of the challenges people face. Students read, analyze, and study different genres related to each of the themes and complete required common tasks. Anchor texts include multicultural, contemporary, and classic titles. The common tasks focus primarily on the writing process for three types of writing—argument, narrative, informative/explanatory—and they include the use of information, word processing, and presentation technology to address a variety of language skills.

Students have opportunities to present their work orally and through the medium of technology. Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills. English 7 prepares students—through activities integrated into each thematic unit—for county, state, and national assessments.

**ADVANCED ENGLISH 7**

This course is designed for able and motivated students with a lively interest in the power and versatility of language. Students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.
MATHEMATICS

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

CURRICULUM 2.0 (C2.0) ALGEBRA 1
This is a high school course, in which students earn high school credit and take the state PARCC Assessment for Algebra. Students successfully completing this course take Curriculum 2.0 Honors Geometry in the 8th grade. Students should have a recommendation from their 6th grade teacher before enrolling in this course (teacher recommendation indicated on the registration card). A TI-83 Plus or TI-84 graphing calculator is required. Units of study will support the new Algebra 1 Common Core State Standards.

This course is appropriate for students who:
- Successfully completed Investigations in Mathematics (IM) in the 6th grade.
- Are highly motivated, have superb work study habits, complete all homework, have the ability to think abstractly, work well independently, and have solid reading and writing skills.

SCIENCE

INVESTIGATIONS IN SCIENCE 7 (IS7)
Like Investigations in Science 6, IS7 is a problem/project-based curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS7 center around topics related to cellular processes, structure and function in living things, genetics, Earth’s history, and biological evolution. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

SOCIAL STUDIES 7

ADVANCED SOCIAL STUDIES 7*
All FMS Grade 7 students will be enrolled in Advanced Social Studies 7

Through the study of world civilizations and global interactions from 1000 CE-1450 CE, students learn about political, economic, and social systems today. In addition to the MCPS course of study, advanced students deepen their understanding of key concepts and events through reading, writing, document analysis, and historical thinking. These skills will be applied to each unit and students will be expected to show progress in skill development and historical knowledge in exams and historical document based projects. Greater emphasis is placed on the analysis of primary source material and images in this course to prepare students for the challenges of historical interpretation and analysis.
PHYSICAL EDUCATION (PE) & HEALTH

PE 7
Students participate in a daily program of physical education that includes activities designed to challenge them to cooperate and compete while practicing teamwork, sports etiquette, cooperation, decision-making, and communication. Students will have opportunities to:
- Develop, maintain, and refine motor development.
- Experience a variety of physical activities to meet each individual's fitness, skill and interest needs.
- Participate in individual, dual, small and large group physical activities.
- Recognize and deal positively with strengths and limitations while developing self-confidence, personal responsibility and individual initiative.
- Study fundamental athletic skills and principles.

HEALTH Grade 7
Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course includes the following five units of instruction: mental and emotional health; alcohol, tobacco, and other drugs; personal and consumer health; family life and human sexuality; and disease prevention and control. Parents of Grade 7 students will receive information about the family life and human sexuality unit and the disease prevention and control unit of instruction prior to the start of classroom instruction. Information about responsibilities of families, components of healthy relationships, responsible decision-making are included in the family life and human sexuality unit. The disease unit includes information about sexually transmitted diseases and infections, including HIV/AIDS. Parents must sign a permission form checking “Yes” for their child to participate in these units of instruction. Parents who object to the content of this instruction will check “No” on the parent permission form and the child will be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education that does not include information about human sexuality or disease prevention, including HIV/AIDS.

Note: There will be an informative meeting in September 2018 to answer any questions prior to making a decision.
7TH GRADE ELECTIVES

All 7th grade students who are reading on grade level or higher are strongly encouraged to enroll in a STEM, Humanities or World Language as their first elective. This provides students with opportunities to be challenged at the highest level, while acquiring important skills necessary to compete in an interconnected global society.

7th grade students may pick one of the following:
1. Two full year electives
2. One full year elective and two semester elective
3. Four semester electives

SEMESTER ELECTIVES – SELECT TWO

Introduction to Chemistry (Semester) - Open to students who earned A’s and B’s in Investigations into Mathematics (IM) in 6th or 7th grade, have earned a 4 or 5 on the PARCC Math in 2017-2018 school year, and have an interest in taking accelerated or advanced science courses in high school. In addition, teacher recommendation will also be taken in account for enrollment.

In this semester-long course, students get a comprehensive overview of Introductory Chemistry. The topics covered include physical and chemical characteristics of matter, atomic structure and the periodic table, molecules and compound formation, properties of acids, bases, and solutions, and radioactivity. Students will engage in lab activities throughout the semester, focusing on the Next Generations Science Standards practices of developing and using models, planning and carrying out investigations, analyzing and interpreting data, and using mathematics and computational thinking.

This course bridges the Chemistry content students received in 6th grade with what they will engage with in 10th grade in all MCPS high schools. Students taking this elective science course should anticipate high school level rigor.

Introduction to Humanities 7/8 - 7th or 8th grade students taking this elective English class should be earning A’s in their current English class and have earned a 4 or 5 on the PARCC English in the 2017-2018 school year. Teacher recommendation will also be taken into account for enrollment.

In semester-long course, 7th and 8th grade students will study selected topics in depth and develop critical and creative thinking skills. This course will evolve with the interests and the input of the students and will develop and expand upon a variety of topics and concepts related to the human experience. Students will work to further master skills related to creative writing, reflective journaling, persuasive writing, poetry writing, and analytical writing while examining the perspectives of the human experience through a variety of print and non-print materials. Student analysis of historical and literary documents will further develop their skills of logic and reason in relation to historical and literary perspectives throughout time. The course will seek to provide opportunities outside of the school building that enhance the classroom experience.

MIDDLE SCHOOL STUDIO ART II

Students expand on their knowledge of materials and techniques. Students use personal reactions and responses as a focus for their artwork. Creativity, innovation, critical thinking, communication, and collaboration continue to be developed throughout the course. Units include design, drawing, painting, ceramics, sculpture, printmaking, and collage. Students are asked to express personal identity, make aesthetic choices, and initiate social action. Drawing and painting units require students to observe their environment in order to create final
works that exercise proportion, value and color. When working three dimensionally, students use additive and subtractive techniques to build and personalize work.

MIDDLE SCHOOL DIGITAL PHOTOGRAPHY AND ART II
This course is designed for students to learn how to use a digital camera, upload pictures to a PC computer, and use the photo-editing software, Photoshop CS6. They will be able to make adjustments to photographs and artistically transform them into a piece of artwork. In addition to printing their work, students will download their photos to a flash drive that can be used as part of their high school portfolio. Photographic quality printers and paper will be used for the final products.

INVENTION AND ENGINEERING
Students develop an understanding of the cultural, social, economic, and political effects of technology; the role of society in the development and use of technology; and the influence technology has on history. Students use engineering design, troubleshooting, research and development, invention and innovation, and experimentation in problem solving while learning to use and maintain technological systems. Students will research, design, construct, and test their Sea Perch device (underwater robotics) to solve a natural or manmade disaster.

TV PRODUCTION 7
In this course, students will be introduced to the basics of mass communication forms and process. Students will begin to critically analyze media messages and will learn written and oral communication skills by producing content that informs, entertains, or persuades the viewing audience. Students will be challenged to think creatively, to function independently and as part of a group, to reason logically, to plan and anticipate, to deal with abstract, visual, and/or aural concepts, and to broaden their understanding of scientific advances and their part in modern technology. TV Production also provides students with a preliminary introduction to some of the career possibilities in the television industry and fundamental technical and production roles.

MIDDLE SCHOOL STUDIO ART III (Advanced) (7th grade students may enroll with approval from Ms. Morris.)
Students with prior visual art experience may continue with Level 3 in the visual art sequence. In Middle School Art Level 3, students will have the opportunity refine their skills and develop their personal artistic style while exploring how INFLUENCE may be communicated through art. Level 3 also offers several specialized art courses that provide advanced level students with opportunities to refine skills and master techniques in specific art media and creative processes. Students refine their skills and develop their own artistic style. Students improve craftsmanship and refine creative processes through units in design, drawing, painting, ceramics, sculpture, printmaking, and collage. The course furthers student knowledge of artists in the past and their influence on contemporary society. The study of specific art movements will lend itself to art production. Students explore artistic concept and their personal artistic voice. Exploring social messages and expressing one’s individual experience are avenues that direct student learning and art creation. Students will continue to improve their technical art skills while they develop their thinking skills; they will learn how to align the two. Creativity, critical thinking, communication, and collaboration are further refined throughout the course.
Full Year Electives

WORLD LANGUAGES

(HIGH SCHOOL WORLD LANGUAGE (earns high school credit):
Students begin to learn to communicate orally and in written form, and to derive meaning from the written and spoken language they are studying. The emphasis is on immersion, conversation, and vocabulary development, although simple grammatical structures are taught as a means to understanding and producing meaningful communication. Students will:

- Apply language skills to real-life communication.
- Communicate in simple terms about issues that surround them on a daily basis.
- Learn about the culture of the people.
- Make comparisons between their language and culture, and that of the language and culture they are learning.

FRENCH or SPANISH 1 A/B (Full year)
This course option is identical to the MCPS high school class both in content and in pacing. Students take 1A/B in 7th grade and then, upon successful completion, continue into 2A/B in 8th grade. Taking this course series allows students to enter Level 3 in the 9th grade.
This course is appropriate for students who:

- Were recommended by their English teacher and Reading teacher
- Work consistently and independently in a fast-paced learning environment and seek additional academic rigor
- Are strong readers in English and have Reading/English grades of "A" or "B"
- Can use advanced-level vocabulary and sentence structure in their verbal and written communications
- Have excellent organization and study skills

Important: Students who have previous experience speaking the language, speak the language at home, should see Ms. Rodriguez  Lisa_L_Rodriguez@mcpsmd.org

MUSIC

MIDDLE SCHOOL BAND II
Students develop and refine their technical skills in order to perform music at the Grade 2 Level of difficulty. 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. Students learn the social, cultural, and intellectual influences reflected in the musical works they are studying and discuss performance styles and musical forms of corresponding historical periods. The study of music theory includes performance and recognition of major scales, diatonic and chromatic intervals, and simple melodic dictation. The critical listening skills that are developed as a result of preparation for instrumental performance are used to help the student formulate criteria for effectively evaluating his/her own performance as well as the performance of others. This band or orchestra represents middle schools at public performances.
Prerequisite: Attainment of outcomes for Middle School Band I.
The band is open to those students who have had prior instrumental music instruction. Those students who wish to begin an instrument are welcome in this band class and should speak to the instructor prior to signing up. Instruction is offered on all band winds and percussion. Participation in concerts is mandatory.
Accomplished wind and percussion players will have opportunities to represent Farquhar MS by their participation in the Maryland Solo/Ensemble Festivals and the MCPS and All-State Junior Honors Bands.
MIDDLE SCHOOL BAND III (7th grade students may enroll with approval from Mr. Johns)
Students distinguish between abstract and programmatic music and learn and discuss the social, intellectual, and historical influences on each. Students develop and refine their technical skills in order to perform music at the Grade 2 to Grade 3 Level of difficulty. In addition, students perform and historically categorize transcriptions of a variety of composers. This band represents middle schools at public performances.

Prerequisite: Attainment of outcomes for Middle School Band II or Orchestra II. Students may also audition to qualify for this course. This course may be taken for multiple years.

The band is open to those students who have had prior instrumental music instruction. Participation in concerts is mandatory. Concerts may occur on weekends and evenings.

Very Accomplished wind and percussion players will have opportunities to represent Farquhar MS by their participation in the Maryland Solo/Ensemble Festivals, the MCPS Junior Honors Band, and the Maryland Junior Honors Band.

**MIDDLE SCHOOL ORCHESTRA II**

Students develop and refine their technical skills in order to perform music at the Grade 2 Level of difficulty. 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 orchestra ensemble. Students learn the social, cultural, and intellectual influences reflected in the musical works they are studying and discuss performance styles and musical forms of corresponding historical periods. The study of music theory includes performance and recognition of major scales, diatonic and chromatic intervals, and simple melodic dictation. The critical listening skills that are developed as a result of preparation for instrumental performance are used to help the student formulate criteria for effectively evaluating his/her own performance as well as the performance of others. This band or orchestra represents middle schools at public performances.

The string orchestra is open to all students who play the violin, viola, cello, or string bass. For students wishing to begin one of these instruments, private instruction is recommended. There will be occasions when wind and percussion instruments will be added to the ensemble. *Accomplished string players will have opportunities to represent Farquhar MS by their participation in the Maryland Solo/Ensemble Festivals and the MCPS and All-State Junior Honors Orchestras. Participation in concerts is mandatory.*

**READ 180**

Read 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. Students rotate between a small-group, teacher-directed lesson, a computer station for reinforcement and practice, and an independent reading center where students read books at his/her reading level. The program is designed to rapidly accelerate student achievement, with the goal of bringing them to grade level.

**SPECIAL PROGRAMS**

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

See course description under Special Programs on pages 18 & 19.

**RESOURCE (Special Education)**

Students who receive special education instruction in a resource program will have focused sustained
instruction in learning strategies and skills that they will apply to their other classes. These strategies will help them attain their Individual Educational Plan (IEP) goals and objectives so they can meet the academic demands of their content classes.

RELATED STUDIES
This program is available to students who are having difficulty in the traditional program and require additional support. Instead of an elective, students enroll in this course to have focused, sustained instruction in learning strategies and skills that they will apply to their other classes. These strategies will help them meet the academic demands of their content classes.

Note: Students enrolled in special programs or opting out of reading/world language will consult with their counselor to design the appropriate elective option.
AT A GLANCE
The 8th grade student’s instructional program consists of a total of seven (7) classes. Educational growth, program continuity, and preparation for high school & college are achieved through a combination of required and elective courses, with options for advanced level programs:

1) English 8 or Advanced English 8
2) Mathematics Curriculum 2.0 (C2.0) Algebra 1 or Honors Geometry
3) Investigations in Science 8
4) Advanced US History 8
5) PE 8/Health
6) Full Year Electives: High School World Language, French, Spanish, or Italian 1A/B or 2A/2B, READ 180, Concert Band 8, Orchestra 8, Invention and Engineering: Sea Perch
7) Half Year Electives: TV Production, Art 8, Computer Apps 8, Digital Photography, Technology Systems

Note: Students enrolled in special programs or pupil; enrichment, or opting out of World Language/Reading, should consult with their counselor to choose the appropriate elective option.

ENGLISH

ENGLISH 8
English 8 is composed of two semester courses: Writing and Language 8A and Literature and Language 8B.

Writing and Language 8A
Like its counterpart in ninth grade—puts writing at the center of teaching and learning. The course focuses on developing the skills students need to communicate effectively for a variety of purposes, audiences, and media in a world in which the means for communication are rapidly changing. The writing class is a workshop: Students write every day, keep a portfolio to track progress and set goals, and explore ways to convey their own voice. They read as writers, analyzing short texts, practicing the writers’ techniques, and imitating the style and sentence structures of published authors. They study literature and language as an integral part of the writing and revision process. Students write to explore their own thinking, engage in reflection, and learn each day that they have control over improving their craft.

Literature and Language 8B
Like the first semester course—parallels English 9B. Both courses center 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 read short stories, novels, nonfiction, drama, and poetry and explore how writers use the same techniques students have practiced in their own writing. Through careful reading of both print and non-print texts, students search for understanding and sometimes learn to be comfortable with ambiguity in a world of people who have both common and diverse experiences.

The course is composed of three thematic units:

UNIT 1: LITERATURE AS CRAFT
UNIT 2: LITERATURE IN CONTEXT
UNIT 3: LITERATURE AS ART
Instruction in reading and writing strategies, grammar, and vocabulary is embedded in every unit. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills. English 8 prepares students for the rigors of high school English classes as well as for county, state, and national assessments.

ADVANCED ENGLISH 8
This course involves implementation of the English 8 curriculum for able and motivated students with a lively interest in the power and versatility of language. In preparation for advanced high school English courses, students read challenging texts written in various time periods and rhetorical contexts, at times making interdisciplinary connections with historical events and concepts developed in their Grade 8 U.S. History class. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

MATHEMATICS

CURRICULUM 2.0 (C2.0) ALGEBRA 1
This is a high school course, in which students earn high school credit. Students successfully completing this course take Curriculum 2.0 Geometry/Honors Geometry in the 9th grade. Students should have a recommendation from their teacher before enrolling in this course (teacher recommendation indicated on the registration card). A TI-83 Plus or TI-84 graphing calculator is required. Units of study will support the new Algebra 1 Common Core State Standards.

This course is appropriate for students who:
- Successfully completed Investigations into Mathematics (IM) in the 7th grade.
- Have the ability to think abstractly, work well independently, and have solid reading and writing skills.
- Attend and successfully completed the summer program, "Essentials for Algebra", if recommended by their 7th grade math teacher.

HONORS GEOMETRY
This course is designed for students who have successfully completed Curriculum 2.0 Algebra 1. This is a high school level class. Students earn honors level high school credit and the grade earned in this course will go on the student's high school transcript. Students successfully completing this course take Algebra 2 with Analysis in the 9th grade. The units of study include the following: Introduction to Geometry; Exploring Geometric Relations and Properties; Logic and Geometric Proofs; Right Triangle Relationships and Coordinate Geometry; Similarity and Trigonometry; and Measurement, Circles, and Patterns in Geometry and Algebra. A TI-83 Plus or TI-84 graphing calculator is required.

SCIENCE

INVESTIGATIONS IN SCIENCE 8 (IS8)
IS8 is a problem/project-based curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS8 center around topics related to Forces and Motion, Astronomy, Weather and Climate, and Earth’s Materials and Processes. Students engage in science, technology, engineering and mathematics (STEM) in order to propose solutions to identified problems.
U.S. HISTORY 8

ADVANCED U.S. HISTORY GRADE 8
All FMS Grade 8 students will be enrolled in Advanced U.S. History 8

The curriculum in grade 8 Advanced U.S. History provides a firm foundation in the structures and concepts of geography, economics, politics and cultures while studying U.S. history from 1763-1877. Units of study are: Democracy; Political System of the People; Economics Meets Geography; The Early Nation; Civil War; Past and Present; Reconstruction; and Past and Present. 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 to each unit and students will be expected to show progress in skill development and historical knowledge in exams and historical document based projects.

PHYSICAL EDUCATION (PE) & HEALTH

PE 8
Students participate in a daily program of physical education that includes activities designed to challenge them to cooperate and compete while practicing teamwork, sports etiquette, cooperation, decision-making, and communication. Students will have opportunities to:

• Develop, maintain, and refine motor development.  
• Experience a variety of physical activities to meet each individual's fitness, skill and interest needs.  
• Participate in individual, dual, small and large group physical activities.  
• Recognize and deal positively with strengths and limitations while developing self-confidence, personal responsibility and individual initiative.  
• Study fundamental skills and principle.

HEALTH Grade 8
Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine week course includes the following five units of instruction: alcohol, tobacco and other drugs; personal and consumer health; family life and human sexuality; safety and injury prevention; nutrition and fitness.  
Parents of Grade 8 students will receive information about the family life and human sexuality unit of instruction prior to the start of classroom instruction. Information about components of health relationships, human reproduction, sexual limits and responsible decision-making, contraception methods, gestation, prenatal care and parenting skills are included in Grade 8 health education. Parents must sign a permission form checking "Yes" for their child to participate in these units of instruction. Parents who object to the content of instruction will check "No" on the parent permission form and the child will be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education.

Note: There will be an informative meeting September 2018 to answer any questions prior to making a decision.
8TH GRADE ELECTIVES

All 8th grade students who are reading on grade level or higher are strongly encouraged to enroll in a STEM, Humanities or World Language as their first elective. This provides students with opportunities to be challenged at the highest level, while acquiring important skills necessary to compete in an interconnected global society. 8th grade students may pick one of the following:

1. Two full year electives
2. One full year elective and two semester electives
3. Four semester electives

SEMESTER ELECTIVES – SELECT TWO

**Introduction to Chemistry (Semester)** - Open to students who earned A’s and B’s in Investigations into Mathematics (IM) in 6th or 7th grade, have earned a 4 or 5 on the PARCC Math in 2017-2018 school year, and have an interest in taking accelerated or advanced science courses in high school. In addition, teacher recommendation will also be taken in account for enrollment.

In this semester-long course, students get a comprehensive overview of Introductory Chemistry. The topics covered include physical and chemical characteristics of matter, atomic structure and the periodic table, molecules and compound formation, properties of acids, bases, and solutions, and radioactivity. Students will engage in lab activities throughout the semester, focusing on the Next Generations Science Standards practices of developing and using models, planning and carrying out investigations, analyzing and interpreting data, and using mathematics and computational thinking. This course bridges the Chemistry content students received in 6th grade with what they will engage with in 10th grade in all MCPS high schools. Students taking this elective science course should anticipate high school level rigor.

**Introduction to Humanities 7/8** - 7th or 8th Grade students taking this elective English class should be earning As in their current English class and have earned a 4 or 5 on the PARCC English in the 2017-2018 school year. Teacher recommendation will also be taken into account for enrollment.

In semester-long course, students will study selected topics in depth and develop critical and creative thinking skills. This course will evolve with the interests and the input of the students and will develop and expand upon a variety of topics and concepts related to the human experience. Students will work to further master skills related to creative writing, reflective journaling, persuasive writing, poetry writing, and analytical writing while examining the perspectives of the human experience through a variety of print and non-print materials. Student analysis of historical and literary documents will further develop their skills of logic and reason in relation to historical and literary perspectives throughout time. The course will seek to provide opportunities outside of the school building that enhance the classroom experience.

**COMPUTER SCIENCE DISCOVERIES**

Computer Science Discoveries (CS Discoveries) is an introductory Code.org® computer science course that engages and empowers all students, regardless of background or prior experience, to solve problems, communicate, create projects and artifacts and have fun using computer science. Students are introduced to coding languages appropriate for beginners as well as more complex projects for students with more
experience. Using App Lab, Game Lab environments, students will progress from blocks to typed coding and learn JavaScript. Students successful in this course will be prepared for AP Computer Science Principles high school course.

GLOBAL TECHNOLOGY SYSTEMS
Students develop an understanding of the cultural, social, economic, and political effects of technology; the role of society in the development and use of technology; and the influence technology has on history. Students use engineering design, troubleshooting, research and development, invention and innovation, and experimentation in problem solving while learning to use and maintain technological systems. Students will research, design, construct, and test their Sea Perch device (underwater robotics) to solve a natural or manmade disaster.

MIDDLE SCHOOL STUDIO ART II
Students expand on their knowledge of materials and techniques. Students use personal reactions and responses as a focus for their artwork. Creativity, innovation, critical thinking, communication, and collaboration continue to be developed throughout the course. Units include design, drawing, painting, ceramics, sculpture, printmaking, and collage. Students are asked to express personal identity, make aesthetic choices, and initiate social action. Drawing and painting units require students to observe their environment in order to create final works that exercise proportion, value and color. When working three dimensionally, students use additive and subtractive techniques to build and personalize work.

MIDDLE SCHOOL DIGITAL PHOTOGRAPHY AND ART III
Students will explore how the theme of RELATIONSHIPS can be used to create artworks that communicate personal meaning and individual ideas. Students will gain a deeper understanding of how artists generate and conceptualize ideas, refine craftsmanship through practice and persistence, and intentionally arrange compositional elements to effectively communicate meaning. Students will design art using both vector and raster-based software, and/or manually operate a digital camera and utilize photo editing software to create artwork.

This course is designed for students to learn how to use a digital camera, upload pictures to a PC computer, and use the photo-editing software, Photoshop CS6. Students will be able to make adjustments to photographs and artistically transform them into a piece of artwork. In addition to printing their work, students will download their photos to a CD that can be used as part of their high school portfolio. Photographic quality printers and paper will be used for the final products. These skills will provide students the foundation for advanced high school art courses and possible career choices.

TV PRODUCTION 8
In this course, students will continue to develop production skills and expand their aesthetic horizons. Students will critically analyze media messages and reinforce course concepts by producing a daily news broadcast and portfolio projects. Students will be challenged to think creatively, to function independently and as part of a group, to reason logically, to plan and anticipate, to deal with abstract, visual, and/or aural concepts, and to broaden their understanding of scientific advances and their part in modern technology. TV Production also provides students with a preliminary introduction to some of the career possibilities in the television industry and fundamental technical and production roles. Students in this course may film the daily televised announcements and if students film the daily televised announcements, they must fully participate as part of the production, camera, and news anchor teams.
Full Year Electives

WORLD LANGUAGES

HIGH SCHOOL WORLD LANGUAGE:
Students who took a language in seventh grade continue to develop the skills to communicate orally and in written form, and to derive meaning from the written and spoken language they are studying. Students who are taking a language for the first time in eighth grade will start the series from the beginning in level 1A. The emphasis is on immersion, conversation, and continued vocabulary development. Students also learn more complex grammatical structures as an important means to understanding and producing meaningful communication. Students will continue to:

- Apply language skills to real-life communication.
- Communicate in the language about issues that surround them on a daily basis.
- Learn about the culture of the people whose language they are studying.
- Make comparisons between their language and culture, and that of the language and culture they are learning.

Option 1: FRENCH, ITALIAN, or SPANISH 2 A/B
This course is only open to students who have passed French, Italian, or Spanish 1A/1B during the 7th grade year. Passing this course series allows students to enter Level 3 in ninth grade. This course is appropriate for students who:

- Were recommended by their 7th grade world language teacher
- Completed French, Italian or Spanish 1A/1B with a C or better
- Passed both MCPS County-Wide Final Exams for 1A and 1B
- Work consistently and independently in a fast-paced learning environment and seek additional academic rigor
- Can use advanced-level vocabulary and sentence structure in their verbal and written communications
- Have excellent organization and study skills

Those interested in Italian: Please note: Sherwood High School offers an Italian Level 4 classes; Blake offers Level 3.

Option 2: FRENCH, SPANISH, or ITALIAN 1 A/B
This course is offered to students who are beginning world language in the 8th grade. This is appropriate for students who:

- Were recommended by their English teacher and Reading teacher
- Work consistently and independently in a fast-paced learning environment
- Are strong readers in English and have English grades of "A" or "B"
- Can use advanced-level vocabulary and sentence structure in their verbal and written communications
- Have excellent organization and study skills

Students who have previous experience speaking the language, or come from families who speak the language at home, should see the World Languages Department Chairperson for proper placement. Those interested in Italian: Please note: Sherwood High School offers an Italian Level 4 Classes, Blake offers Level 3.
MUSIC

MIDDLE SCHOOL BAND II

Students develop and refine their technical skills in order to perform music at the Grade 2 Level of difficulty. 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. Students learn the social, cultural, and intellectual influences reflected in the musical works they are studying and discuss performance styles and musical forms of corresponding historical periods. The study of music theory includes performance and recognition of major scales, diatonic and chromatic intervals, and simple melodic dictation. The critical listening skills that are developed as a result of preparation for instrumental performance are used to help the student formulate criteria for effectively evaluating his/her own performance as well as the performance of others. This band or orchestra represents middle schools at public performances.

Prerequisite: Attainment of outcomes for Middle School Band I.

The band is open to those students who have had prior instrumental music instruction. Those students who wish to begin an instrument are welcome in this band class and should speak to the instructor prior to signing up. Instruction is offered on all band winds and percussion. Participation in concerts is mandatory. Accomplished wind and percussion players will have opportunities to represent Farquhar MS by their participation in the Maryland Solo/Ensemble Festivals and the MCPS and All-State Junior Honors Bands.

MIDDLE SCHOOL BAND III

Students distinguish between abstract and programmatic music and learn and discuss the social, intellectual, and historical influences on each. Students develop and refine their technical skills in order to perform music at the Grade 2 to Grade 3 Level of difficulty. In addition, students perform and historically categorize transcriptions of a variety of composers. This band represents middle schools at public performances.

Prerequisite: Attainment of outcomes for Middle School Band II or Orchestra II. Students may also audition to qualify for this course. This course may be taken for multiple years.

The band is open to those students who have had prior instrumental music instruction. Participation in concerts is mandatory. Concerts may occur on weekends and evenings. Very Accomplished wind and percussion players will have opportunities to represent Farquhar MS by their participation in the Maryland Solo/Ensemble Festivals, the MCPS Junior Honors Band, and the Maryland Junior Honors Band.

MIDDLE SCHOOL ORCHESTRA III

The string orchestra is open to all students who play the violin, viola, cello, or string bass. Students distinguish between abstract and programmatic music and learn and discuss the social, intellectual, and historical influences on each. Students develop and refine their technical skills in order to perform music at the Grade 2 to Grade 3 Level of difficulty. In addition, students perform and historically categorize transcriptions of a variety of composers. This band or orchestra represents middle schools at public performances.

Prerequisite: Attainment of outcomes for Middle School Band II or Orchestra II.

There will be occasions when wind and percussion instruments will be added to the ensemble. Participation in concerts is mandatory. Concerts may occur on weekends and evenings. Very Accomplished string players will have opportunities to represent Farquhar MS by their participation in the Maryland Solo/Ensemble Festivals.
and the MCPS and All-State Junior Honors Orchestras.

Note: For questions regarding Band or Orchestra, please contact Mr. Jeffrey Johns at Jeffrey_Johns@mcpsmd.org

SPECIAL PROGRAMS

RESOURCE (Special Education)
Students who receive special education instruction in a resource program will have focused sustained instruction in learning strategies and skills that they will apply to their other classes. These strategies will help them attain their Individual Educational Plan (IEP) goals and objectives so they can meet the academic demands of their content classes.

RELATED STUDIES
This program is available to students who are having difficulty in the traditional program and require additional support. Instead of an elective, students enroll in this course to have focused, sustained instruction in learning strategies and skills that they will apply to their other classes. These strategies will help them meet the academic demands of their content classes.

Note: Students enrolled in special programs or opting out of reading/world language will consult with their counselor to design the appropriate elective option.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

ESOL Level 1 MS
This course is designed to teach English as a new language to ESOL students at the Entering English language proficiency level. The four skill areas of reading, writing, listening, and speaking are program integrated as students practice oral and written language in an academic context. Students have various learning activities that emphasize vocabulary development and oral fluency.

ESOL Level 2 MS
This course is designed to teach English as a new language to ESOL students at the Emerging English language proficiency level. Students continue to develop proficiency in four skills areas of reading, writing, listening, and speaking are integrated as students practice oral and written language in a variety academic contexts. Learning experiences are provided to support students as they read informational and literary texts. Students also learn to respond to factual questions and write paragraph summaries about their readings.

ESOL Level 3 MS
This course is designed to teach English as a new language to ESOL students at the Developing English language proficiency level. The four skills areas of reading, writing, listening, and speaking are integrated as students practice oral and written language in an academic context. Students at this level of language proficiency understand basic vocabulary dealing with everyday home and school life. Students learn to analyze reading passages and respond to both factual and inferential questions as they read and discuss both literary and informational texts.

ESOL Level 4 MS
This course is designed to teach English as a new language to ESOL students at the Expanding English language proficiency level. The four skills areas of reading, writing, listening, and speaking are integrated as students practice applying language using a variety of academic functions, academic vocabulary, and grammatical structures, in context, both orally and in writing for a variety of academic purposes in discourse. Students practice using various reading strategies while reading a variety of literary and informational texts. Students practice writing single-text and multiple-paragraph essays.
ESOL Level 5 MS
This course is designed to teach English as a new language to ESOL students at the Bridging English language proficiency level. Students practice applying language in the four skills areas of reading, writing, listening, and speaking both orally and in writing during extended discourse. As students expand their vocabulary and increase their control of English, they practice using sophisticated sentence structures by connecting ideas and combining sentences to form compound or complex sentences, in context, when speaking and writing. Students focus on expressing their ideas in a paragraph format. Emphasis is placed on forming introductory and concluding paragraphs. Students employ the writing process to produce five-paragraph essays.