

# **The Middle School Program**

**Baltimore County Public Schools**

***Department of Secondary Programs***

**6901 Charles Street**

**Towson, MD 21204**

**410-887-4058**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>English</b> 410-887-4058	<p>The English program, grades 6-8, is an integrated program that emphasizes reading, writing, vocabulary, grammar, usage, and mechanics. The program includes at least four long literary works during the course of the year. In addition, students will keep a sourcebook/journal and complete major compositions that focus on the purposes for writing: writing to inform, writing to persuade, and writing for personal expression.</p>		
	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Personal World: nonfiction, poetry, journals, personal opinions, summaries, novel</li> <li>• Cultural World: explanations, myths, poetry, novel</li> <li>• Modern World: explanations, essays, poetry, novel</li> <li>• Natural World: description, research report, poetry, novel</li> </ul> <p><b>SKILLS</b> Teachers introduce, reinforce, and synthesize the following skills in the K-12 English Language Arts curriculum: reading, literary analysis, composing, grammar usage, mechanics spelling/vocabulary, speaking, listening, research, word processing.</p>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Africa: Diversity – perspectives/contributions, cultural heritage, personal narrative, comparison/contrast</li> <li>• Europe: Mosaic – diversity in communities, figurative language and poetic elements, description, fiction/nonfiction, genre/language/literary elements, theme and purpose</li> <li>• Central Eurasia: Instability - challenge, conflict, change, fiction/nonfiction, drama, summaries</li> <li>• Cultural Crossroads: conflict/resolution, understanding a process, defending a viewpoint or theme, diversity</li> </ul>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Explaining the Meaning: Outcomes dealing with reading to be informed and writing to inform; reading to perform a task; and reading for literary experience</li> <li>• Relating Our Stories: outcomes dealing with reading for literary experience and writing for personal expression</li> <li>• Persuading Others: Outcomes dealing with reading to be informed; reading to perform a task; reading for literary experience; and writing to persuade</li> <li>• Expressing Ideas: Outcomes dealing with reading for literary experience and writing to express personal ideas.</li> </ul>
<b>Reading</b> 410-887-4018	<p>The Reading program emphasizes reading as a process and through all content areas, writing as a thinking tool, reading strategies and skills. The program includes units of study that will focus on reading for information, reading to perform a task, and reading for literary experience.</p>		
	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Reading Nonfiction Strategically</li> <li>• Responding to Nonfiction</li> <li>• Reading Literature Strategically</li> <li>• Responding to Literature</li> </ul> <p><b>SKILLS</b> Teachers introduce, reinforce and synthesize the following skills in the middle school reading curriculum: constructing, extending, and examining meaning; Analyzing fiction and nonfiction; writing; spelling/vocabulary; oral reading; listening; speaking; research; study skills.</p>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Outcomes dealing with Reading for Information</li> <li>• Outcomes dealing with Reading to Perform a Task</li> </ul>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Outcomes dealing with Reading for Information</li> <li>• Outcomes dealing with Reading to Perform a Task</li> </ul>
<b>Mathematics</b> 410-887-4052	<p>The Mathematics 6 program refines and extends students’ understanding of number theory, arithmetic operations, geometry and measurement, and fundamental statistical analysis. The program focuses on problem solving, communicating mathematical ideas, reasoning, and connections between mathematics and other disciplines. Computation skills are polished in preparation for the Maryland School Assessments.</p>		
	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Number Relations and Computation: prime and composite numbers, factors, multiples, exponents, divisibility, estimation techniques, and mental mathematics; operations with fractions, decimals, and percents; introduction to signed numbers and exponents</li> <li>• Statistics and Probability: mean, median, mode, range, and simple data displays; probability of independent events</li> </ul>	<p>The Mathematics 7 program extends students’ understanding of mathematical processes, integers, proportions and percents, geometric relationships, probability and statistics, and the solution and graphing of equations and inequalities in preparation for the study of algebra.</p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Number Relations and Computation: applications with fractions, decimals, integers, percent, and number theory concepts; factorial, scientific, and exponential notation</li> <li>• Statistics and Probability: measures of central tendency and variability, constructing and interpreting stem-and-leaf plots, box-and-whisker plots, and scatter plots; using simulations to determine the probability of simple events</li> <li>• Geometry and Measurement: properties of polygons, symmetry, congruence, and similarity; construction of geometric figures; perimeter, area, surface area, and volume of geometric figures; customary and metric measurement</li> </ul>	<p>The Pre-Algebra Program prepares students for the formal study of algebra. The program introduces the properties of algebra and the graphing calculator as a problem-solving tool.</p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Number Relations and Computation: reading, writing, and representing rational and irrational numbers in a variety of forms</li> <li>• Statistics and Probability: using graphing calculators to draw box-and-whisker plots histograms, and scatter plots; Fundamental Counting Principle; probability of independent and dependent events; expected value</li> <li>• Geometry and Measurement: properties of quadrilaterals and special right triangles; Pythagorean Theorem; applications involving perimeter, area, and volume</li> <li>• Algebra, Patterns, and Functions: arithmetic and geometric sequences, solving and graphing functions; spreadsheets</li> </ul>

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<p><b>CONTENT (continued)</b></p> <ul style="list-style-type: none"> <li>Geometry and Measurement: properties of polygons, symmetry, congruence, and similarity; construction of geometric figures; perimeter, area, surface area, and volume of geometric figures; customary and metric measurement</li> <li>Algebra, Patterns, and Functions: pattern identification and extension, evaluation of numeric and simple variable expressions, solving equations with whole numbers</li> <li>Processes of Mathematics: problem solving, reasoning, communicating mathematical ideas orally and in writing, and using mathematics and technology to solve real-world problems</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>compare, order, and combine whole numbers, decimals, fractions, percents, and integers</li> <li>write equivalent expressions for decimals, fractions, percents, and mathematical expressions containing exponents and multiple operations</li> <li>select and draw appropriate displays for real-world sets of data</li> <li>list all the possible outcomes of two or more independent events</li> <li>find the theoretical probability of an event</li> <li>measure length, mass, and capacity in customary and metric units</li> <li>use properties of similar figures to find missing dimensions and make scale drawings</li> <li>find surface area and volume of three-dimensional figures</li> <li>create constructions and tessellations of geometric figures</li> <li>identify and extend numeric and geometric patterns</li> <li>translate word problems into mathematical expressions and equations</li> <li>use computers and calculators as tools to analyze and solve problems</li> </ul>	<p><b>CONTENT (continued)</b></p> <ul style="list-style-type: none"> <li>Algebra, Patterns, and Functions: generalization of patterns, creation of algebraic models to represent relationships; solving two-step equations and inequalities</li> <li>Process of Mathematics: problem solving, reasoning, communicating mathematical ideas, and using mathematics and technology to solve real-world problems</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>use mental math, algorithms, and calculators to enhance fluency in computation</li> <li>apply inverse operations to solve equations and inequalities</li> <li>use problem-solving strategies and mathematical models to solve multi-step problems</li> <li>use mathematical notation to generalize rules for arithmetic and geometric sequences</li> <li>use tables and graphs to display and interpret collected data</li> <li>evaluate the effect of a change in a data set on the mean, median, and mode</li> <li>graph linear equations and inequalities on the coordinate plane</li> <li>use compass, straightedge, protractor, and ruler to construct, measure, and transform geometric figures</li> <li>derive and use formulas to describe geometric measure</li> <li>apply the Pythagorean Theorem and use square roots to solve problems</li> </ul>	<p><b>Pre-Algebra (continued)</b></p> <ul style="list-style-type: none"> <li>Processes of Mathematics: problem solving and abstract reasoning; accessing and interpreting information on the Internet</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>apply arithmetic operations, the laws of exponents, and the properties of algebra to simplify algebraic expressions and combine like terms</li> <li>use inverse operations and the properties of algebra to manipulate and solve multi-step equations and inequalities</li> <li>use integers to represent real-world situations and to solve problems</li> <li>simplify expressions involving absolute value</li> <li>perform operations on rational numbers</li> <li>represent a set of data in a table, as a graph, algebraically, and geometrically</li> <li>find and use the equation for a line of best fit to make predictions</li> <li>use square roots to represent rational and irrational numbers</li> <li>use proportions and the properties of geometric figures to measure indirectly</li> </ul>
	<p>The Algebra I program assumes mastery of arithmetic operations and focuses on linear functions, data analysis, and abstract thinking. The program features experiences with a variety of graphing calculator functions in preparation for the High School Assessment on Algebra, Functions, Data Analysis, and Probability.</p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>Number Relations and Computation: matrices, operations with algebraic expressions, rational and irrational numbers</li> <li>Statistics and Probability: sampling methods, simulations, compound probability</li> <li>Geometry and Measurement: applications of the Pythagorean Theorem</li> <li>Algebra, Patterns, and Functions: rate of change, linear and non-linear functions, graphing and solving systems of equations and inequalities, operations with polynomials, factoring</li> <li>Processes of Mathematics: applications of inductive and deductive reasoning, accessing and interpreting information on the Internet, spreadsheets and graphing calculators as problem-solving tools</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>use symbols, arithmetic operations, and the laws of exponents to simplify algebraic expressions, manipulate matrices, and transform equations and inequalities into equivalent forms</li> <li>use inductive reasoning to identify, extend, and generalize patterns</li> <li>represent sets of data in tables, graphs, algebraic models, and geometric models</li> <li>select and construct parallel box plots, scatter plots, and other displays to organize and interpret statistical data</li> <li>use symbolic algebra and the tools of technology to represent situations, graph linear and quadratic functions, and solve problems</li> <li>find lines and curves of best fit</li> <li>use graphing, substitution, and linear combinations to solve systems of equations</li> <li>identify the maximum and minimum values, zeros, and the rates of change over specific intervals</li> <li>perform operations on polynomials</li> <li>solve quadratic equations</li> </ul>		

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Science</b> 410-887-4251	<p>Grade 6 Science consists of four units that encompass the life, physical, and earth science disciplines. The investigations engage students in doing science as a way of exploring problems. This allows students to view science as a useful tool while interacting with the world around them.</p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Oceanography: how organisms adapt to living I ocean water; how changes affect ecosystems of the Chesapeake Bay</li> <li>• Human Development: Heredity and Environment: the physical changes of puberty; how traits are passed from parents to offspring</li> <li>• Making Machines Work: how simple machines work; how magnetism and electricity work; how energy can be changed</li> <li>• Investigating Climate and Weather; what factors impact climate; how to predict the weather; how weather affects the economics of an area</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• use scientific inquiry •construct models</li> <li>• use instruments, methods, and materials of science •construct models</li> <li>• analyze •investigate •use a variety of resources</li> <li>• examine structure and function •evaluate advantages and limitations</li> <li>• interpret and explain •apply knowledge of probability &amp; data analysis</li> <li>• solve problems •identify cause and effect</li> </ul>	<p>In grade 7 Science, students discover the diversity of science. They become participants in a journey that starts with the smallest living thing, the cell, and continuing traveling to the outskirts of the universe, studying celestial patterns and space exploration.</p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Human Systems: how systems of the human body work together; what factors threaten a person’s wellness</li> <li>• Diversity of Life: how organisms are alike and different; how various organisms reproduce; how life on earth has changed</li> <li>• Waves and Rays: interpret wave motion to explain how energy can be changed from one form to another; investigate wave length, frequency and amplitude and velocity to explain the different behavior of waves</li> <li>• Astronomy: what patterns are seen in the motion of celestial bodies; investigate mass gravity and inertia and explain how they affect patterns in space</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• use scientific inquiry</li> <li>• use instruments, methods, and materials of science •analyze •investigate</li> <li>• use a variety of resources •examine structure and function</li> <li>• evaluate advantages and limitations •construct models •apply principles</li> <li>• interpret and explain •solve problems •identify cause and effect</li> <li>• apply knowledge of probability and data analysis</li> </ul>	<p>Grade 8 broadens the units covered in grades 6 and 7 to involve students in scientific principles that impact the world in which we live. Science instruction follows the principle of hands-on/minds-on. Students are engaged in real-life science investigations requiring the use of problem solving and critical thinking skills.</p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Environmental Science: how changes in an ecosystem affect organisms; how organisms interact; what impact humans have on the environment.</li> <li>• Thermodynamics: explain that atoms and molecules are in constant motion; use processes and skills to explain the different behavior of waves</li> <li>• Introduction to Chemistry: what are some properties of matter; what are some properties of elements and compounds</li> <li>• Dynamic Earth: how the earth’s surface changes; what we know about the earth’s past</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• use scientific inquiry •analyze •investigate</li> <li>• use instruments, methods, and materials of science •solve problems</li> <li>• use a variety of resources •examine structure and function</li> <li>• evaluate advantages and limitations •apply principles</li> <li>• interpret and explain •identify cause and effect</li> <li>• apply knowledge of probability and data analysis •design an experiment</li> <li>• research current findings in science •construct &amp; analyze physical models</li> </ul>
<b>Social Studies</b> 410-887-4017	<p>The grades 6 and 7 World Cultures program examines cultures and nations in terms of their geography, history, social structure, economics, and politics.</p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Introduction to World Cultures: why and how we study culture</li> <li>• Latin America: how geography and history have influenced its political/social/economic development; challenges facing these people</li> <li>• South Asia: how its cultures have been shaped by geography and tradition; how its people confronted economic and political changes.</li> <li>• East Asia: how geography and history have influenced the social, political, and economic development of China; the role traditional values, beliefs, and institutions play in today’s East Asian community.</li> </ul> <p><b>SKILLS</b></p> <p>Application of geographic and economic concepts •analysis, interpretation, and evaluation of primary and secondary sources •analysis of perspectives and current events •use of technologies •construction support</p> <p>•investigation •decision-making •problem-solving •an additional skill in grade 8 includes the practice of oral history techniques.</p>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Introduction/review: why and how we study culture</li> <li>• Africa: how geography and history influenced its development and diversity</li> <li>• Middle East: why it is defined as a cultural crossroads; its challenges</li> <li>• Europe: why it can be called a cultural mosaic; how recent events promoted or discouraged cooperation among its nations</li> <li>• Central Eurasia: how geography and political traditions have affected its people; the factors that contributed to its political instability</li> </ul>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Introduction/Review: information sources useful to historians; differentiation among political, economic, and social cultural characteristics; 5 themes of geography</li> <li>• Resistance/Revolution/Republic: basic principles of American government.</li> <li>• Sectionalism/Civil War/Reconstruction: sectional differences; Civil War’s impact; rebuilding the nation after the war.</li> <li>• Industrial America emerges: development of industry; overseas possessions; involvement in World War I</li> <li>• ‘20s and ‘30s: life in the ‘20s; impact of the Great Depression</li> <li>• America Assumes World Responsibility: World War II;. Cold War; role and impact of media; 20<sup>th</sup> century foreign policy</li> <li>• A Time of Change: civil rights; domestic and world issues</li> </ul>

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<p><b>CONTENT: <i>The artist's tools for communication</i></b></p> <ul style="list-style-type: none"> <li>• Observe people, places, and things to develop visual memory and generate ideas for visual expression.</li> <li>• Analyze the art and artists of world cultures to understand how specific art materials and techniques are used by people of different cultures in communicating their ideas.</li> <li>• Explore and experiment with a variety of art materials, techniques, and processes to understand potential uses and purposes for making art.</li> <li>• Analyze personal artworks and artworks of others to understand ways that line, shape, color, texture, and form can be affected by the choice of art materials used.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• drawing and painting from observation to increase visual memory</li> <li>• developing problem-solving strategies to solve art problems</li> <li>• explaining methods and procedures used in problem-solving</li> <li>• analyzing and compare artworks</li> <li>• analyzing and compare tools, techniques/processes</li> <li>• using and select a variety of art materials and tools</li> <li>• using specific techniques/processes with art materials</li> <li>• adapting images for computer applications</li> <li>• demonstrating appropriate applications of technology and other artmaking materials</li> <li>• following established safety procedures with art materials and technology</li> </ul>	<p><b>CONTENT: <i>The artist organizes ideas to communicate</i></b></p> <ul style="list-style-type: none"> <li>• Observe people, places and things to record details and ideas for visual narratives and designs.</li> <li>• Analyze the art and artists of world cultures to understand how art elements and design principles are organized by artists of different cultures in communicating their ideas.</li> <li>• Explore different ways to organize art elements and design principles to understand how to effectively communicate the visual image.</li> <li>• Analyze personal artworks and artworks of others to understand ways that art elements and design principles can be selected and organized to express individual ideas.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• working from observation to record visual and spatial relationships and ways to show sequence and action</li> <li>• working from observation and imagination to generate new ideas for compositions</li> <li>• developing problem-solving strategies to solve problems of visual compositions</li> <li>• explaining procedures used in problem solving to support design decisions</li> <li>• using design principles to arrange art compositions</li> <li>• identifying design principles and art techniques used in compositions</li> <li>• work from observation and imagination to generate new ideas for compositions</li> <li>• using additive and subtractive techniques to construct sculptural compositions</li> <li>• creating and manipulate images on the computer</li> <li>• producing multimedia presentations</li> <li>• gathering information and research artworks to generate ideas for new artworks</li> <li>• following health and safety procedures</li> </ul>	<p><b>CONTENT: The artist as communicator</b></p> <ul style="list-style-type: none"> <li>• Observe people, places, and things to record details and develop personal ideas and impressions based on observations.</li> <li>• Analyze the art and artists of world cultures to understand how artists from different cultures select and use images to communicate their ideas.</li> <li>• Explore and experiment with materials, compositional techniques and ideas to understand how artists use images to communicate.</li> <li>• Analyze personal artworks and artworks of others to understand ways that materials, compositional techniques, and ideas can communicate personal interests and/or reflect personal responses to issues.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• working from observation to accurately record details of figures, places, and objects</li> <li>• using images created from observation and imagination to generate new ideas and refine old ideas</li> <li>• creating artworks that communicate intended effects</li> <li>• researching artworks and issues to generate new ideas for personal artworks</li> <li>• supporting decisions made about materials and choices related toing appropriate tools and compositional techniques to communicate visual ideas</li> <li>• identifying and applying criteria to assess effectiveness of ideas communicated</li> <li>• applying established safety procedures in selecting and using materials</li> </ul>

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Dance</b> 410-887-4014	<p>Grade 6 dance education will introduce students to skills and content emphasizing proper alignment and execution as well as expressing themselves creatively through movement. A variety of dance forms and styles are learned in sequential fashion and tailored to meet the needs of each student's ability.</p> <p><b>CONTENT:</b></p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Modern dance</li> <li>• Social/Folk/Ethnic Dance</li> <li>• Jazz</li> <li>• Tap Dance</li> <li>• Creative Dance</li> <li>• History</li> <li>• Aesthetics</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• demonstrate the elements of movement</li> <li>• demonstrate concepts through movement</li> <li>• organize movement in sequential patterns</li> <li>• identify and apply aesthetic criteria</li> <li>• demonstrate cooperation</li> <li>• identify and describe movement's value in health and personal growth</li> </ul>	<p>Grade 7 dance education will extend student's experiences and understanding of proper alignment and execution. It will introduce the tool of improvisation that leads to composition and performance. A variety of dance forms and styles are learned in sequential fashion and tailored to meet the needs of each student's ability.</p> <p><b>CONTENT:</b></p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Modern</li> <li>• Jazz</li> <li>• Tap Dance</li> <li>• Social/Fork/Ethnic</li> <li>• Improvisation</li> <li>• Composition I</li> <li>• Performance and Production</li> <li>• History Aesthetics</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• UTILIZE AND PERFORM THE FOUR elements of dance</li> <li>• recognize and discuss dance forms and style</li> <li>• communicate meaning through movement</li> <li>• develop organizational and problem-solving skills</li> <li>• develop personal and interpersonal skills</li> <li>• develop skills to maintain a healthy lifestyle</li> </ul>	<p>Grade 8 dance education will continue to extend and refine student's experiences and understanding of proper alignment and execution. Students will continue the study of dance as a way to express the individual. The 8<sup>th</sup> grade student will have opportunities to perform in a variety of settings and be involved in the production aspects of a performance. A variety of dance forms and styles are learned in sequential fashion and tailored to meet the needs of each student's ability.</p> <p><b>CONTENT:</b></p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Modern</li> <li>• Jazz</li> <li>• Tap Dance</li> <li>• Social/Folk/Ethnic</li> <li>• Composition II</li> <li>• Performance and Production</li> <li>• History</li> <li>• Aesthetics</li> <li>• Auditioning</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• utilize dance elements and perform complex sequences</li> <li>• convey mood and feeling through movement</li> <li>• research and perform dance from a variety of sources</li> <li>• improvise movement</li> <li>• communicate a theme or story</li> <li>• apply aesthetic criteria to assess student work</li> <li>• develop personal and interpersonal skills</li> <li>• demonstrate commitment to a healthy lifestyle</li> </ul>
<b>Family Studies</b> 410-887-8922	<b>LEVEL I</b>		<b>LEVEL II</b>
	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Nutrition and Foods: basic food preparation; laboratory procedures; safety and sanitation; recipe interpretation; nutritious snacks/breakfast; dietary needs and nutritional requirements; consumer education</li> <li>• Basic Sewing Skills: safety procedures; equipment and supplies; construction techniques</li> <li>• Alcohol Education: factors that influence attitudes and behavior; effects of alcohol on mental and physical health; responsible behaviors; signs and symptoms of alcohol abuse; problems of abuse in home, school, and community; available resources</li> <li>• <i>CollegeEd</i>: options for college; personal goal assessment; understanding what college is all about; connecting family to the education process; personal strategic planning for high school and college</li> <li>•</li> </ul> <p><b>SKILLS</b></p> <p>Read to inform; write to communicate; analyze to make decisions; prepare to demonstrate skill; develop cooperative relationships to function in a group; compare and contrast to draw conclusions; problem solve to improve decision-making skills; classify to see relationships; evaluate to adjust course of action and draw conclusions</p>		<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Nutrition and Foods: dietary guidelines; factors affecting food choices and eating habits; management practices, consumer skills, laboratory and food preparation skills</li> <li>• Family Relations: factors that affect family interaction; contributions of family members; interpersonal skills of cooperation and communication; conflict, crises, and stress; support systems</li> <li>• Family Life Education: influences of sexual attitudes on behavior; puberty; sexually transmitted diseases; human reproduction; responsible decision making; exploitation; educational and supportive resources</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• read to inform, to develop a philosophy; write to communicate, to express beliefs, to advocate, to justify thinking; analyze to make decisions; prepare to demonstrate skill; develop cooperative relationships to function in a group; compare and contrast to draw conclusions; problem solve to improve decision-making skills; classify to see relationships; research to discover heritage and to widen choices and knowledge base; evaluation to adjust course of action and draw conclusions.</li> </ul>

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Health</b> 410-887-4014	<p>In grade six, students will expand on the knowledge and skills they acquired in elementary health education. The program will emphasize personal responsibility, self-management; identification of risk behaviors and situations; decision making; and resistance/refusal skills</p>	<p>In grade seven, students will build upon the knowledge and skills they acquired in grade six health. The program will allow students to evaluate health information and products; determine the need for personal responsibility and self-management; practice communication and decision-making skills, and identify possible risk situations.</p>	<p>In grade 8, students will apply the knowledge and skills they acquired in previous grades to more advanced adolescent health issues. The program will allow students to expand their understanding of risk issues while providing the opportunity to set goals and develop strategies for personal health.</p>
	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>Wellness: the five components of health/wellness; the relationship between the wellness concept and healthy behaviors; review of elementary health skills and strategies</li> <li>Tobacco: the effects of tobacco use, strategies to avoid using tobacco or being affected by passive smoke; the tobacco industry’s influences on smoking and youth</li> <li>Disease Prevention: differentiating between communicable and non-communicable disease; risk factors and lifestyle behaviors that influence the likelihood of disease; the possible causes and early preventive measures for: high blood pressure, cancer cardiovascular disease, and chronic diseases (e.g. diabetes); determining ways to help the immune system fight infection</li> <li>Violence Prevention: defining violence and identifying its risks, patterns, and impact; differentiating between passive, assertive, and aggressive behaviors; finding alternatives to violence; violence messages in the media; negative peer pressure and gangs</li> <li>Human Development: a review of the physical changes which occur during puberty; the impact of puberty of social and emotional behaviors; the human reproductive system and reproduction</li> </ul> <p><b>SKILLS</b></p> <p>Teachers introduce, reinforce, and provide age-appropriate opportunities to practice the following personal skills in the grade 6 health education program: coping; decision-making/problem-solving; resistance, refusal, and delaying tactics; verbal and non-verbal communication; self-management; hygiene; safety; accessing and analyzing, information; goal setting; collaboration, and conflict resolution.</p>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>Growing With Family and Friends: family structures and life cycles; family roles and responsibilities; developing and maintaining friendships</li> <li>Helping Your Body Grow: personal hygiene and grooming; protecting sight and hearing; getting adequate sleep; keeping fit; nutrients in food; healthy eating guidelines; being a wise consumer</li> <li>Injury Prevention and First Aid: identifying potentially harmful situations; safety in the home; creating safety guidelines; recognizing and responding to emergencies</li> <li>Alcohol and Marijuana: the physical effects of alcohol; social and legal issues with alcohol abuse; alcoholism and recovery; the physical, social, legal and economic consequences of marijuana use; strategies to avoid alcohol and marijuana involvement</li> </ul> <p><b>SKILLS</b></p> <p>Teachers introduce, reinforce, and provide age-appropriate opportunities to practice the following personal skills in the grade 7 health education program: coping; decision-making/problem-solving; hygiene; resistance and refusal tactics; verbal and non-verbal communication; safety and emergency response; self-management; accessing, analyzing, and evaluating information; goal setting; negotiation, collaboration, and conflict resolution.</p>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>Taking Charge: personal behaviors, motivation, and skills needed to develop and apply a personal health plan</li> <li>Drug Awareness: the physical effects of psychoactive drugs; social, legal, and economic consequences of abuse; avoiding involvement; patterns of drug dependency; media messages and social pressures; resources for intervention</li> <li>Relationships and Human Sexuality: creating and maintaining positive relationships; identifying pressures and influences to engage in risky behaviors; abstinence; consequences of becoming sexually active; pregnancy and birth; teen parenting issues</li> <li>Communicable Disease Prevention: understanding the physical, social, and emotional impact of disease; reducing disease transmission; identifying symptoms and seeking treatment; avoiding sexually transmitted infections; understanding and preventing HIV/AIDS</li> </ul> <p><b>SKILLS</b></p> <p>Teachers introduce reinforce, and provide age-appropriate opportunities to practice the following personal skills in the grade 8 health education program: accessing, analyzing, and evaluating; decision-making/problem-solving; resistance, refusal, and delaying tactics; verbal and non-verbal communication; safety; self-management; coping; goal setting; negotiation, collaboration, and conflict resolution.</p>

<b>Library</b> 410-887-4035	Library media specialists collaborate with classroom teachers to integrate information and technology literacy skills across all content areas. These skills focus on the process of problem solving and critical thinking by which students structure information into knowledge. Students apply this process to complete research assignments in the content areas. The steps in this skill development process are as follows: <ul style="list-style-type: none"> <li>defining the task and purpose of the research assignment</li> <li>identifying information needed</li> <li>developing information-seeking strategies and locating information using print, electronic, online resources</li> <li>reading and comprehending information</li> <li>analyzing information for relevancy and accuracy by applying evaluative criteria</li> <li>organizing information for the intended purpose</li> <li>processing information</li> <li>communicating new knowledge</li> <li>evaluating the research process used and final product</li> </ul>		
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Music</b> 410-887-4024	In grades 6 through 8 music instruction, students are involved in listening, reading, singing, and playing musical instruments. Performing ensembles present concerts throughout the year and are assessed annually by countywide standards aligned to Maryland Learner Outcomes. Sight-reading in ensembles develops notation reading and performance skills. In each grade level, the music content includes the development of musical skills, a study of theory, and performance through voice or instruments.		
<b>CONTENT</b> <ul style="list-style-type: none"> <li>World Music 6 – comprised of Music theory and the identification and performance of music from various World Cultures (India, South America, Japan, Mexico, the Caribbean, Laos, Norway, Italy, and China). Students are actively involved in performance on recorders, Latin percussion, and MIE electronic keyboards.</li> <li>Instrumental (Winds/Strings/Percussion) – includes sustaining an even tone on instrument (or an even buzz roll) for 15 seconds and demonstrating correct posture, hand position, and instrument angle while performing songs written in an octave range; identifying and defining <math>\frac{3}{4}</math> time and playing a Bb concert scale and arpeggio on a keyboard mallet instrument; and sight-reading 4 measure patterns in <math>\frac{2}{3}</math>, <math>\frac{3}{4}</math>, and <math>\frac{4}{4}</math> time.</li> <li>Vocal – includes development of proper vocal techniques, effective ensemble techniques, unison and two-part harmony, and sight-reading rhythmic notations in simple meters and melodic stepwise sol-mi-la patterns in the key of C major.</li> </ul>	<b>CONTENT</b> <ul style="list-style-type: none"> <li>World Music 7 – comprised of Music Theory and the identification and performance of music from various World Cultures (Africa, Middle East, Eastern Europe, Western Europe, Baltic Republics, and the Commonwealth of Independent States). Students are actively involved in performance on recorders, African drums and MIE electronic keyboards.</li> <li>Instrumental (Winds/Strings/Percussion) – includes sustaining an even tone on instrument (or an even buzz roll) for 20 seconds and demonstrating correct posture, hand position, and instrument angle while performing; playing the Eb and F concert scales; identify <i>pianissimo</i>, <i>fortissimo</i>, <i>mezzo piano</i>, <i>mezzo forte</i>, <i>crescendo</i>, and <i>decrescendo</i>; and sight-reading required rhythmic notations.</li> <li>Vocal – includes development of proper vocal techniques, effective ensemble techniques, SA/SAC harmony, and sight-reading rhythmic notations in simple meters and melodic stepwise sol-mi-la patterns progressing to melodic stepwise sol-mi-la-do-re patterns in the key of C major.</li> </ul>	<b>CONTENT</b> <ul style="list-style-type: none"> <li>American Music 8 – comprised of music theory and the study of the development of American Music styles (Native American, Colonial, Early Folk, Blues, Jazz, Later Folk, Motown, Rock &amp; Roll, Musical Theatre). Students are actively involved in performance on guitars and MIE electronic keyboards</li> <li>Instrumental (Winds/Strings/Percussion) includes performing an Eb and F concert scales in thirds (winds); D and A major in thirds (strings); and a chromatic scale ascending and descending (all), as well as playing a Bb concert chromatic scale on a keyboard mallet instrument ascending and descending (percussion) and identifying <i>staccato</i>, <i>legato</i>, <i>ritardando</i>, <i>rallentando</i>, <i>fermata</i>, and <i>accelerando</i>.</li> <li>Vocal – includes demonstrating proper vocal techniques, effective ensemble techniques, SAB harmony, and sight-reading rhythmic notations in simple meters and melodic sol-mi-la-do-re patterns that include steps and skips progressing to melodic sol-mi-la-do-re-fa patterns that include steps and skips in the key of C major.</li> </ul>	
<b>SKILLS</b> <ul style="list-style-type: none"> <li>analyze structure and form of musical compositions</li> <li>interpret musical notation and symbols into visual and aural performances</li> <li>compare and classify rhythmic, melodic, harmonic, and interpretive elements of music</li> <li>perform songs following a conductor’s interpretation</li> <li>develop critical listening and communication skills</li> </ul>		<b>SKILLS</b> <ul style="list-style-type: none"> <li>analyze structure and form of musical compositions</li> <li>interpret musical notation and symbols into visual and aural performances</li> <li>compare and classify rhythmic, melodic, harmonic, and interpretive elements of music</li> <li>develop critical listening and communication skills</li> <li>perform songs following a conductor’s interpretation</li> <li>analyze the stylistic characteristics of an art form</li> </ul>	

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Physical Education</b> 410-887-4014	<p>At the middle school level, intramurals provide all students with opportunities to participate in selected activities before or after school. Intramurals can be games, tournaments, demonstrations, exhibitions, or other creative ways that physical education teachers find to enrich their instructional programs within the school.</p> <p>Grade 6 physical education emphasizes skill development in a non-competitive environment. A variety of games and experiences are sequentially planned for students of all ability levels.</p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• A selection of: individual and team activities; tumbling and gymnastics activities; recreational activities; rhythms and dance activities; adventure experiences; as well as physical fitness/wellness and values education</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Demonstrate acceptable performance levels in order to participate successfully in various activities</li> <li>• Identify similarities and differences in skills and strategies found in games, sports, and activities</li> <li>• Understand and apply appropriate values education concepts when participating in all activities</li> <li>• Choose to participate in intramurals or extra activities to improve skills</li> </ul>	<p>Grade 7 physical education provides students with a variety of activities that promote the total fitness and well-being of the middle school student. At this level, the program offers an opportunity for students to improve and apply previously learned skills in both cooperative and competitive settings.</p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• A selection of: individual and team activities; tumbling and gymnastics activities; recreational activities; rhythms and dance activities; adventure experiences; as well as physical fitness/wellness and values education.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Show improvement in a variety of skills as they are applied to games, sports, and activities</li> <li>• Create original routines in selected activities such as rope jumping, tumbling and gymnastics, and/or rhythms and dance</li> <li>• Categorize activities according to skill requirements, safety, potential fitness, and health benefits.</li> </ul>	<p>Grade 8 physical education provides students with opportunities to refine skills and develop advanced skills in selected activities. Emphasis is placed on the importance of a healthy lifestyle and making wise choices for leisure time pursuits.</p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• A selection of: individual and team activities; tumbling and gymnastics activities; recreational activities; rhythms and dance activities; adventure experiences; as well as physical fitness/wellness and values education</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Participate, with competency, in a variety of games and sports and apply strategies and rules during the game</li> <li>• Analyze and critique individual, partner, and group skills during the performance of selected activities</li> <li>• Identify, select, and participate in activities that are appropriate for maintaining fitness and wellness</li> <li>• Choose to participate in intramurals or extra activities to improve skills</li> <li>• Understand, display, and encourage good sportsmanship and other positive behaviors, both as spectator and participant</li> </ul>

<b>Technology Education</b> 410-887-8927	<p style="text-align: center;"><b>LEVEL I (Grades 6 &amp; 7)</b></p> <p>As part of an integrated middle school curriculum, this first level of Technology education is focused on the development of technology literacy for all students to enable them to become life-long learners who are effective and contributing members of society. Instruction is designed to take place in an active laboratory setting rich with hands-on, multi-sensory experiences. Here, students develop knowledge and skills related to the application of technology problem-solving system models, Core Technology systems, and the safe use of materials, tools, and equipment.</p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Tools, Machines, Materials, and Laboratory Procedures: includes general measurement; safe use of materials; general lab procedures</li> <li>• Introduction to Technology: includes defining and identifying technology and identifying technology problem-solving processes</li> <li>• Understanding Core Technology Systems: includes mechanical, structural, electrical, electronics, fluid, optical thermal, biotechnology and materials technology systems</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of the following: structure of technology systems; safe use of tools, materials &amp; machines; use of electronic components to control electricity for a specific purpose</li> <li>• apply knowledge and skills to: participate in individual &amp; group lab activities; create supports, connectors, and functional shapes to support a load; produce, store, control, transmit, and get work from electrical energy; the use of electronic components to control electricity for a specific purpose; control light for information collection and communication; to produce, store, control, transmit, and perform work with heat energy; measure or modify organisms and biological processes to collect data; produce, alter, and combine material</li> <li>• use customary measurement systems to complete technology tasks and solve problems</li> <li>• analyze and combine mechanical components to produce, control, and transmit power</li> <li>• solve problems using the Technological Systems Model</li> <li>• recognize the contributions of women and minorities to the development of technology in our society</li> </ul>	<p style="text-align: center;"><b>LEVEL II (Grades 7 &amp; 8)</b></p> <p>Level II focuses on the development of technology literacy for all students to enable them to become life-long learners who are effective and contributing members of society. Instruction is designed to take place in an active laboratory setting with hands-on, multi-sensory experiences in which students develop knowledge and skills related to the application of technology problem-solving system models, the structure and function of Technology Enterprises and Institutions, and the safe use of materials, tools, and equipment.</p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Tools, Machines, Materials, and Laboratory Procedures: includes measurement and the safe use of materials, tools, and machines</li> <li>• Communications and Information Technology: communications and information systems</li> <li>• Technology Enterprises and Institutions: processing material resources; technology and society, manufacturing and production systems; construction and structural systems; transportation technology; biotechnology (human physiology)</li> <li>• Energy and Power Technology: energy sources and power systems</li> <li>• Implications of Technology: goods, services, products, and careers; effects, choices, and emerging technologies</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• describe the purpose of research, development, and patents and their effects on society</li> <li>• demonstrate an understanding of: how technology systems in the community provide goods, products, and services; the use of communication technology systems; the sources and types of energy and power; various transportation systems; careers related to technology, technology enterprises, and institutions</li> <li>• discuss the effect that technology has on society and the community</li> <li>• apply technology knowledge to predict future effects of technology on the community and problems, and design a reasoned solution</li> <li>• transform raw materials by using three or more of these primary industrial processes: casting, forming, separating, conditioning, assembling, and finishing</li> <li>• apply knowledge to measure or modify organisms and biological processes</li> <li>• discuss possible career choices, based on personal interest, in terms of employment opportunities, educational requirements, and future employment needs and trends</li> </ul>
<b>World Languages</b> 410-887-0688	<p style="text-align: center;"><b>FIRST LEVEL</b> <i>French, Japanese*, Latin**, Spanish</i></p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Personal and Social – exchange information about themselves and their families, needs, preferences, and feelings</li> <li>• School, Community, and Global Perspectives – make comparisons between their own experiences and those in the target culture through an introduction to the history, literature, music, art, political systems, and social institutions of countries where the languages are spoken.</li> </ul> <p><b>SKILLS</b></p> <p>The emphasis is on listening and speaking as students interact with the teacher and with one another using the vocabulary and structure of the language. First level is organized by language functions necessary for basic communication.</p> <p>*In Japanese, the focus is also on reading and writing katakana, hiragana, and kanji characters.  **In Latin, reading, writing, and translating skills are emphasized.</p>	<p style="text-align: center;"><b>SECOND LEVEL</b> <i>French, Japanese*, Latin**, Spanish</i></p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Personal and Social – exchange information about themselves, their surroundings, activities, and opinions</li> <li>• School, Community, and Global Perspectives – discuss places to visit, activities, request and give advice and directions, and make travel and dining plans as they explore the countries where the languages are spoken.</li> </ul> <p><b>SKILLS</b></p> <p>Vocabulary and grammar are reinforced through the increasing complexity of language use and an extension of language functions to include the past tense. The communicative skills introduced in the first level are also reinforced and expanded, with equal emphasis on listening, speaking, reading, and writing.</p> <p>*In Japanese, the focus is also on reading and writing katakana, hiragana, and kanji characters.  **In Latin, reading, writing, and translating skills are emphasized.</p>
<p><b>ESOL</b></p> <p>The ESOL program meets the language acquisition and academic needs of English language learners, providing instruction in reading, writing, and speaking, aligned with the Maryland Learning Outcomes, Core Learning Goals, and Content Standards. Program content allows students to gain competency with English language skills while acquiring content material through learning strategies. Students are helped to understand the culture of the United States while maintaining a positive concept of their own cultural and linguistic backgrounds.</p>		