**Robert Frost Middle School**

A Blue Ribbon School

****

“Experience Excellence”

**Academic Planning Bulletin**

**2017-2018**

*http://www.montgomeryschoolsmd.org/schools/robertfrostms/*

Main Office: (301) 279-3949 Counseling (301) 279-3965

Course Offerings as of: January 2017

*Administration*

Dr. Joey N. Jones Principal

Dr. Alana Murray Principal Intern

Mr. Darryl V. Johnson Assistant Principal

Ms. Jennifer Cooper Assistant School Administrator

Ms. Marlene Williams Administrative Secretary

*Counseling Department*

*2016-2017 Counseling Assignments*

Mr. Edward Reed Resource Counselor (6th A – D, 8th A-B)

Ms. Alicia Braun School Counselor (6th E – Z)

Ms. Heather Eig School Counselor (7th A – F)

Ms. Kris Douglas School Counselor (7th C – Z)

Ms. Katherine Hallas School Counselor (6th G – Z)

Ms. Linda Albrecht Counseling Secretary/Registrar

*Counseling assignments will be determined by enrollment and staffing.*

Robert Frost Middle School

9201 Scott Drive

“Experience Excellence”

Rockville, Maryland 20850 2013 National Blue Ribbon School

Main Office: 301-279-3949

Counseling Office: 301-279-3965

Fax: 301-279-3956

Dear Students and Parents:

Welcome to Robert Frost Middle School, one of the top middle schools in the nation. Our dedicated and highly competent staff offers a positive and inviting environment in which students are free to grow and develop academically, emotionally, and socially. We function in partnership with parents to maximize the success of each child. We encourage and recognize student achievement. Our vision is that you experience excellence in everything you do at Frost.

Robert Frost Middle School offers a wide range of academic choices in order to meet the needs of all students. We believe that each student who passes through our doors will be successful and experience excellence. Thus, we encourage you to carefully review our Course Bulletin to make wise and informed choices for your child’s academic program. The Course Bulletin can be found on our website at <http://www.montgomeryschoolsmd.org/schools/robertfrostms/>. Our caring and nurturing school counselors are available to assist you with any decision you need to make.

Frost is a wonderful place to learn and grow. We work together for the good of all students. I look forward to working with you to continue the great tradition of excellence at Robert Frost Middle School.



Sincerely,

Dr. Joey N. Jones

Principal

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*Robert Frost Foundations*

# PREPARING FROST STUDENTS FOR THE FUTURE

Robert Frost Middle School prepares students for their future. Academics follow the program prescribed by the Maryland State Department of Education and Montgomery County Public Schools which supports continuous improvement toward higher achievement. Through advanced courses, emphasis on high school articulation, and exposure to extracurricular clubs and programs, students have the opportunity to meet and even exceed their potential.

# SCHOOL VISION

***“Experience Excellence”***

MISSION STATEMENT

Robert Frost Middle School is a dedicated partnership between staff, students and parents united by a common responsibility to challenge, inspire, and assist all students to grow and excel intellectually, emotionally and socially.

# CORE VALUES

**I. Every person is valued and respected.**

Being a *trustworthy* person: showing that others can depend on you through honesty, promise keeping, loyalty, commitment and self-discipline; keeping your word.

 Showing *respect* for oneself and for others: valuing all persons, treating others as you would want to be treated, accepting and tolerating cultural and ethnic differences, being polite to all, honoring the freedom and privacy of others.

**II. A safe nurturing environment is essential to learning.**

Being *fair* in your actions: following the rules, listening actively, gathering all the facts and giving prior notice before you act.

*Caring* for others in our community: being kind, considerate, helpful and polite; thinking in advance about how your choices affect others.

Showing good *citizenship* by participating in our community: volunteering, being a good neighbor, respecting the rules, doing your best and participating actively in your classes and other activities.

**III. Success is everyone’s responsibility.**

Being *responsible* for who we are and what we do: doing our duty to help the community, meeting our obligations in class and at home, pursuing excellence, showing self-control, and accepting the consequences of our actions.

**MIDDLE SCHOOL EDUCATION**

Middle school education prepares students academically, socially and emotionally for high school, post-secondary education and beyond. All students have the opportunity to reach their academic potential, engage in rigorous curriculum that promotes higher-order and critical thinking skills, collaborate to pose problems and seek solutions, persevere, and take responsibility for their own learning.

The research states that the middle years are pivotal in defining every child’s academic, social, and emotional development and in determining their future success. Our adolescent learners are faced with ever-increasing challenges in their lives and in the world around them; therefore, we must provide an educational program that both meets their unique needs and prepares them to be competitive in high school, during their postsecondary education years, in the world of work, and in our global society.

The middle school experience is integral to the early adolescent’s success. All MCPS middle schools offer rigorous and challenging academic programs, elective courses, sports and extracurricular activities, and special programs to address the academic, social, and emotional characteristics of early adolescents. Students in middle school continue to focus on achieving the milestones as outlined in the MCPS Building Our Future Together Strategic Plan. The middle school program emphasizes the importance of providing all students with access and opportunity to engage in rigorous and challenging instruction. Robert Frost Middle School goals are aligned with MCPS commitment to educating our students so that academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency, or disability. Robert Frost Middle School RFMS is committed to providing students with a comprehensive program designed to meet the individual needs of all learners.

**Team Structure**

Robert Frost Middle School is organized by interdisciplinary grade level teams. Students are teamed among core subject area teachers. Team teachers meet regularly to plan for instruction, discuss student achievement and build consistency in the program. The team provides a coordinated program designed to address individual student needs. It facilitates early identification of achievement issues, academic placement concerns, peer relationships and social/personal needs of students within the group.

**S.O.A.R. (Student Opportunities for Achievement and Relationship-Building)**

SOAR is a twenty minute period on Monday, Wednesday and Fridays. It is a time for students to receive additional academic support. This may include the following options.

* Receive re-teaching and reassessment
* Complete missing assignments
* Work independently or in groups
* Read silently
* Build relationships with staff and peers
* Participate in structured physical activities

**Overview of the Scheduling Process**

The scheduling process is a comprehensive approach used to design a master schedule that supports teaching and learning for all students. A scheduling committee works collaboratively to establish academic programs and course offerings to prepare students to meet the challenges of 21st century learning. Members of the committee work closely with feeder schools, the counseling department and the Frost Leadership Team to facilitate the recommendation and course selection process.

The scheduling process begins with a series of articulation meetings between transitioning grade levels (5th to 6th, 6th to 7th, and 7th to 8th). During articulation meetings course recommendation criteria and student needs are determined to ensure access to and support of a rigorous curriculum. Parent meetings are held to share academic course information and planning, provide an overview of our middle school program and provide opportunities for deeper discussions in small, subject- specific groups.

The next phase of the process is as follows:

* Students will receive academic registration cards which include the teacher recommendations and elective offerings (electives vary by grade level).
* Students and parents/guardians carefully review the recommendations and elective options.
* Students, with parent input, select and rank electives as directed on the academic registration card. It is important to understand students are not guaranteed their first or second elective choice. All elective course offerings are based on staffing and enrollment.
* Counselors meet with students to explain the scheduling process, review timelines and facilitate online registration of elective courses.

# Final schedules are printed and distributed on the first day of school.

# Accelerated and Enriched Programming and Instruction

Frost offers accelerated and enriched instruction in math classes in grades 6, 7, and 8. Classes will extend and expand the curriculum and promote critical thinking skills. This program requires extensive independent reading, critical thinking and writing, and advanced researching skills. Some examples of the accelerated programs in mathematics include the following: sixth grade students may participate in Investigations into Mathematics; seventh grade students may participate in Algebra I; and eighth graders may participate in Algebra I or Honors Geometry. For other accelerated and enriched options, refer to the information for your child’s grade level in this booklet or contact the counseling department.

English, social studies and science courses provide accelerated and enriched instruction for all students at all grade levels. Students are challenged within that setting to perform at their individual levels of achievement. Differentiated instruction, where the teacher plans for the diverse needs of all students is used routinely in both subject areas. In this environment, the teacher adapts the pace of the class, the materials, and the strategies in response to different backgrounds, abilities, and learning styles.

### Criteria for enrollment in the accelerated and enriched programming

We urge all students who have the capability, motivation or potential to accept the challenge of advanced instruction and to take advantage of these opportunities. Students are considered for advanced math instruction through a thorough review of the following multiple criteria:

1. Mastery of course prerequisites (Grade of A or B)

2. Teacher/counselor recommendations

1. Parent/guardian recommendations
2. Standardized test scores, as appropriate
3. Previous identification as gifted and talented
4. Willingness to complete challenging assignments
5. Student interest and motivation
6. Work samples and portfolios

These are the only criteria and no single criterion will be used to exclude a student from pursuing accelerated and enriched programming. For more information on the MCPS Policy, please see the Policy on Accelerated and Enriched Education and the accompanying regulation at http://montgomeryschoolsmd.org/.

# Parent Feedback Process

Parents and students have the right to give feedback about their child’s course recommendations. Parents and students are encouraged to discuss recommendation concerns with the subject area teacher. If, after conferring with the appropriate teacher, you still have concerns, please contact your child’s counselor via email or by phone at: 301-279-3965. Please contact counselors by February 15, 2017. After that date, staffing and class sizes will be determined. As a result, honoring requests for changes may not be possible.

**Requests for changes are important. Therefore, it is imperative to honor the deadline for registration forms and appeal requests.**

**Grading and Reporting**

Policy IKA, *Grading and Reporting*, is implemented in all schools to ensure effective communication regarding student achievement; consistent practices within and among schools; and alignment of grading practices with standards-based curriculum, instruction, and assessments. Teachers report grades which accurately reflect individual student achievement or what students know and are able to do in each course. Grades are based on multiple and varied tasks/assessments over time within a grading period.

Schools implement countywide standard procedures for re-teaching/reassessment, homework, and grading. School staff members explain course-specific grading procedures in writing to students and parents at the beginning of a semester/school year or when these procedures change. Students and parents are informed about student progress throughout the grading period and are included in the decision-making process regarding the students’ education. Teachers in Grades 6–8 continue to report other important information, such as learning skills, separately from the academic grade. In middle school, learning skills include participation and assignment completion.

# *Middle School Mathematics*

Montgomery County Public School students are required to take mathematics during their middle school years. The flowchart below indicates the three typical grade 6 math classes, and their consequent progression through the grades.

**Grade 6 Grade 7 Grade 8 Grade 9 Grade 10**

Investigations into Mathematics

Algebra 2\*

Geometry\*

Algebra 1\*

Math 6

Honors

Algebra 2\*

Honors Geometry \*

Honors Geometry\*

Algebra 1\*

Geometry\*

Principles of Geometry &Algebra\*

Mathematical Approach to Problem Solving\*

Algebra 1\*

Honors

Precalculus \*

Honors Algebra 2\*

Honors Geometry\*

Investigations in Mathematics

Algebra 1\*

**\*** Students who register for high school mathematics courses while in middle school are awarded high school credit. The final semester grades received in this class will appear on the students’ high school transcript.

Middle and High School Math Sequences available online at:

<http://www.montgomeryschoolsmd.org/curriculum/math/middle/>

<http://www.montgomeryschoolsmd.org/curriculum/math/high/>

Pathways for Math K-12:

<http://www.montgomeryschoolsmd.org/curriculum/math/pathways/>

***World Languages Flow Chart***

Grade 7

World Languages Options

Grade 6

Students may take Chinese 1A, French 1A or Spanish 1A Full Year World Languages only

Grade 8

World Languages Options

This is a middle school pace course.

1 High School credit earned by end of 1B course when student passes:

* Level 1A
* Level 1B

There are 4-5 units of study for each **year**.

To decide the right pace for student please consider:

* English course grade
* MAPP-R scores
* Self-motivation
* Self-advocate
* Risk-taker
* resilience

Spanish 1A Full Year

French 1A Full Year

French 1B Full Year

Spanish 1B Full Year

Chinese 1B Full Year

Chinese 1A Full Year

This is a high school pace course.

1 High School credit earned by end of 1B

1 High School credit earned by end of 2B course when student passes:

* Level A
* Level B

There are 4-5 units of study for each **semester**.

To decide the right pace for student please consider:

* English course grade
* MAPP-R scores
* Self-motivation
* Self-advocate
* Risk-taker
* resilience

Chinese 2A/B

Chinese 1A/B

French 2A/B

French 1A/B

Spanish 2A/B

Spanish 1A/B

FY= Full Year

Students with prior world language experience can be assessed through a skills inventory to ensure they are enrolled in the appropriate language level. Dates for incoming 6th grade students to take the skills inventory will be announced through your elementary counselors. The inventory will take place in Spring 2017 at Robert Frost Middle School with World Languages Resource Teacher.

***The following information is provided from the Montgomery County Public Schools High School Course Bulletin. You may go to the following link for more information.***

[***http://apps.montgomeryschoolsmd.org/coursebulletin/Home***](http://apps.montgomeryschoolsmd.org/coursebulletin/Home)

*High School Credit for Middle School Students*

*“High school credit is awarded to students who successfully complete yearlong high school courses while in middle school. The credit and grade are recorded on a student's transcript during the first year of high school. Grades 6–8 students may retake a high school course taken in middle school and receive the higher grade earned.”*

*Repeating a Course to Earn a Higher Grade*

*Students graduating in 2014 and beyond may retake a course to work towards a higher grade than they first earned. Students must take the exact same course to take advantage of this opportunity. Upon completion of the course, their official transcript and GPA/WGPA will reflect only the higher grade earned. To learn more about this opportunity, contact the student’s counselor or High School Programs in the MCPS Department of Enriched and Innovative Programs, 301-279-5632.*

***The following information is provided from the Montgomery County Public Schools Middle School Course Bulletin. You may go to the following link for more information.***

[***http://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/middleschool/MiddleSchoolCourseBulletin\_2015.pdf***](http://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/middleschool/MiddleSchoolCourseBulletin_2015.pdf)

*WORLD LANGUAGES Level 1A/1B\**

*This is a high school credit-bearing course. Students begin to learn to communicate orally and in writing in a culturally appropriate manner about topics related to daily life. They interpret basic information when listening and reading. Vocabulary and basic grammatical structures are taught within the context of these familiar topics. Culture is embedded throughout the course. Students who successfully complete both semesters of 1A/1B earn 1 foreign language credit toward graduation.*

*NOTE: Level 1A and 1B may be offered in middle school as full year courses. In that case, students must pass the full year of 1A and the full year of 1B to earn credit.*

*WORLD LANGUAGES Level 2A/2B\**

*This is a high school credit-bearing course. Students expand their ability to communicate orally and in writing in a culturally appropriate manner about topics related to daily life. They interpret information when listening and reading. Vocabulary and grammatical structures are taught within the context of these topics. Culture is embedded throughout the course. Students who successfully complete both semesters to earn 1 foreign language credit toward graduation.*

# *Special Programs*

***SPECIAL EDUCATION***

The Special Education team provides specialized instruction and resource support to students identified as having a disability, according to state and federal guidelines.  Students are placed in general education classes, whenever possible, to provide the least restrictive environment.  The special education teachers meet and work with the grade level teachers to support student progress.

At Frost, all teachers work with special education students and address their needs on an individual student-by-student basis.  Teachers recognize that students with an IEP may require a diverse approach to delivering curriculum.  All teachers accommodate students based on their IEP goals.  Consultation and collaboration between general and special education teachers is essential to ensure that students have a relevant and flexible instructional program.

The supported classes consist of a general classroom teacher working with a special educator or para educator, both delivering curriculum to the entire class.  Students are placed in general education classes based on their Individualized Education Plan (IEP).  The IEP team determines where the student will be most successful and where the student’s IEP goals will be met.

**SPEECH AND LANGUAGE PROGRAM**

The speech and language program provides diagnostic, remedial and consultative services to identified students.  The speech language pathologist works individually with students to support them in various general education classes.

***MIDDLE SCHOOL LITERACY INTERVENTIONS***

MCPS is committed to improving the reading ability of all students. Reading is the most basic skill that adolescents need to develop for success in school and in preparation for life. Literacy intervention are interventions that support and improve the performance of students who are reading at least 2 years below the proficient level.

It is our goal to have all MCPS students reading at or above grade level. During the school year, all middle schools will administer the reading assessment: Measure of Academic Progress in Reading (MAP-R) to provide teachers and families with information about a student’s progress in reading and to consistently report information for teachers, parents, and MCPS.

MAP-R measures students’ individual reading achievement and provides information about student growth over time. It is administered to all students in Grades 6, 7, and 8. This assessment will provide common data points to use as students articulate from one grade level to another, which will assist in supporting instructional and program decisions for students.

***READ 180***

Read 180 is a reading intervention program that addresses the needs of struggling readers through differentiated instruction, adaptive software, background knowledge building videos, instructional software, high interest literature, and explicit instruction in reading, writing, and vocabulary skills.  After the initial whole group lesson, students rotate in small groups to different stations that include individualized software, audio books for modeled reading, paperback books for independent reading, and small group instruction with the teacher.  Progress monitoring is embedded in the program.

***BASIC READING***

Basic Reading uses the Rewards reading program which is designed to teach secondary students flexible strategy for decoding multi-syllabic words and to increase their oral and silent reading fluency.  As a result students will be able to: decode previously unknown multi-syllabic words, accurately read multi-syllabic words found in science and social studies classroom, read content area passages not only accurately but fluency, experience increase comprehension as their accuracy and fluency increase and build confidence in their reading ability.

***DIGITAL LITERACY***

Digital Literacy 1 focuses on developing critical and creative thinking skills by reading, writing, speaking and listening through a 21st Century approach.  Working through an engineering and design problem-based process, students learn to define real world problems of interest, research causes of those problems using current international and local texts, and then create solutions to address the problems. Students will investigate real-world problems ranging from pollution to cyberbullying. Students will learn how to read and navigate websites, search engines and databases in order to generate specific research and create persuasive educational presentations through apps like Google Classroom: Google Slides, with works cited, in an effort to spread awareness of local, national and international issues. Students will develop a better understanding of digital communications technology and further a skillset for lifelong success.

#### *RESOURCE* (Grades 6, 7 and 8) Weekly Study Hours: 1

This course is offered to students who need significant academic and organizational support. This course is not a study hall. Students will be given instruction in the areas of reading, writing, organization, study skills and test-taking skills according to the MCPS curriculum. The outcome for the resource class is for students to learn the necessary strategies and skills to attain expected progress on specific goals and objectives, including use of the learned strategies and skills throughout the student's day.

# *SECTION 504 ELIGIBILITY*

Students who are identified as eligible under section 504 guidelines may receive direct classroom support as well as indirect consultative support as specified on their 504 Plan. Consultation with staff and monitoring of students take place during regularly scheduled grade level team meetings or with individual teachers, as needed. School counselors serve as the primary case manager for students with a 504 plan.

# *ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM*

English for Speakers of Other Languages is offered to students at three levels. Beginners take level one, intermediates take level two and advanced students take level three. Levels 1 and 2 are one year in duration in lieu of regular English and reading or foreign language. Level 3 sixth graders will be scheduled for a double period of ESOL and a sixth grade reading class as well. Level 3 seventh grade or eighth graders will have one period of ESOL while scheduled for a developmental reading class alongside ESOL if their ESOL assessment reading score or MAP-R score warrant it.

***ACADEMIC SUPPORT CLASS (ASC)*** (based on team recommendation)

Enrollment in the ASC course is determined by the Education Management Team (EMT). The goal of the Academic Support Class is to increase student achievement through the use of learning skills and motivational strategies. As students progress through the marking period, they are expected to gain strategies and skills to assist them with time management, organization, work completion, self-advocacy. Ultimately we want our students to utilize all resources available to them in order to become independent learners. Student progress is reviewed quarterly to see if they have reached the goals of the class.

# *Maryland State Testing*

# PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS

# The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality, computer-based K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs. Currently, students will take one high school assessment for Algebra/data analysis. *(Students taking Algebra at Frost will take the PARCC assessment during the school year.)*

In preparation for these tests, the students at Robert Frost Middle School are exposed to the structure and function of the tests through every day instruction and implementation of the county’s curricula. The increasing emphasis on reading and writing in all content areas will support student success on these assessments.

# LOOKING FOR MORE INFORMATION?

For more information related to these assessments, please visit the following websites:

Maryland School Improvement Website –

<http://www.parcconline.org/>

MCPS High School Assessment Website-

<http://www.montgomeryschoolsmd.org/curriculum/hsa/>

MCPS Testing Information Websites

<http://www.montgomeryschoolsmd.org/info/assessments.shtm>

# *Resources and Activities*

# *COUNSELING DEPARTMENT*

The Frost Counseling Department supports the educational mission of the school by assisting all students to become effective learners and to achieve the high academic standards established by national, state, and local guidelines. The Comprehensive School Counseling Program focuses on academic, personal, interpersonal, health, and career-development skills that are critical to school success.

School counselors collaborate with teachers, administrators, families, and community agencies to address barriers to academic achievement. They support students through a variety of services, including group guidance, responsive counseling, individual planning, and school program support.

**Group Counseling**

Through group counseling, counselors teach skills that all students should acquire in order to be successful learners. Counselors work with students in small-group settings or in the classroom to address skills such as decision-making, conflict resolution, anger management, organizational techniques, and career planning.

**Responsive Counseling**

Counselors use responsive counseling to help students with problems that are having an impact on their learning. Counselors help students individu­ally and in small groups, consult with parents and staff, and act as liaison between MCPS and community agen­cies. Counselors may address issues such as grief and loss, family changes, coping with school transitions, maintaining friendships, respect, study skills, and other topics of concern to students and their families. Crisis-intervention help is provided as needed.

**Individual Planning**

Counselors provide support for produc­tive decision-making about educational and career planning. Counselors, stu­dents, parents, and staff share involve­ment in this process. Specific activities may include select­ing courses, developing and revising academic plans for high school, and interpreting standardized test results. Counselors work to help students make prudent decisions about academic programs, educational choices, and career opportunities. They also work with teachers to plan student programs and consult about strategies that promote healthy social, emotional, and behav­ioral development.

**School Program Support**

Counseling activities necessary for ef­fective implementation of the school’s program are included in this service component. Counselors help orient students and parents to middle school by assisting with course selection and regis­tration, interpreting cumulative records for parents, and facilitating the transi­tion between grades or between school levels. Counselors also participate in the identification, referral, and program planning of exceptional students. This collaborative effort is designed to help students be successful. They also may of­fer training(s) for staff development. They serve on school committees that analyze instructional programs, generate activi­ties to improve school climate, enhance positive behavior, and support academic achievement for all students.

Students are assigned to a counselor (alphabeti­cally or by grade level) when they enter grade 6. This structure provides an opportunity for counselors to develop an ongoing relationship throughout the three years of middle school. Counselors are available to help students and their parents. Students and parents should feel free to contact their counselor whenever they need assistance and want infor­mation, support, or resources to make middle school a positive, productive experience. Please call our school’s counseling office to set up an appointment.

# *MEDIA CENTER*

The goal of the Robert Frost Library Media Center program is to help students learn to locate, use, and evaluate information independently and to foster an appreciation of literature. Activities include using research skills to explore our information-rich world with traditional and electronic reference tools. The Media Center instructional program is designed for students to achieve the learning outcomes in information literacy with a focus on integrating these skills into each curricular area and for individual classroom needs. Lessons are planned for students during each of their three years through instructional partnerships with teachers in all curricular areas. Assignments are designed to help students analyze, process, and communicate information effectively, gain access to ideas expressed in print and visual literature, increase proficiency in using technologies, increase student achievement and encourage a habit of lifelong learning.

# *STUDENT SERVICE LEARNING*

# Middle school students will have the possibility of earning 30 (10 per grade) of the 75 student service learning hours (SSL) needed for the high school graduation requirement in the state of Maryland. These hours occur through full participation and successful completion of service-learning activities in the 6th grade Science, 7th grade English, and 8th grade Social Studies curricula. Middle school students may complete all or part of the remaining 45 hours of this graduation requirement by full participation in service activities promoted by community opportunities and organizations preapproved for SSL. Some of the activities that students may participate in are: environmental projects, providing service at food centers, mentoring or tutoring projects, and senior citizen programs. Service activities must be performed with an approved organization. Organizations and opportunities tagged as MCPS SSL approved are found at the MCPS website [www.mcpsssl.org](http://www.mcpsssl.org). Organizations on this list have attended an orientation and provided information to the Montgomery County Public Schools and the Montgomery County Volunteer Center about their organization and service-learning opportunities. Students interested in earning service-learning hours with organizations that are *not* tagged "Approved SSL MCPS" must submit MCPS Form 560-50, Request for SSL Pre approval to the school-based SSL coordinator in advance of any service. All service learning must be performed with a nonprofit tax exempt organization. For additional information about the SSL requirements, please visit the MCPS SSL Web site: <http://www.montgomeryschoolsmd.org/departments/ssl/index.aspx>

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# *STUDENT ACTIVITIES*

Frost offers many extracurricular activities throughout the school year. We hope all students will participate in the after-school activities which they enjoy. An activity fee payable to MCPS is required.

**Activities** (including but not limited to):

 Fitness Club Games Club International Club

Intramural Sports Jazz Band Rubiks Cube Club

LYLAS (Girls Mentoring Club) Math Team Newspaper Club

Student Government Association Talent Show TCB (Male Mentoring Club)

Wootton Tutoring Chamber Music Club Knitting Club

Generations Together Book Club Public Speaking Club

Recycling Club Yearbook Club Math Matters Club

Algebra Tutoring Chess Club Volunteer Club

**Sports (Grades 7 & 8)**

Fall: Boys and Girls Softball and Cross Country

Winter: Boys and Girls Basketball

Spring: Boys and Girls Soccer

**Students who have a 2.0 average with no more than one “E” in the previous marking period are eligible to participate or practice in any extracurricular activity during the next marking period. The eligibility period begins on the day the report card is issued.**

# *Grade 6*

6TH GRADE REGISTRATION: PLANNING WORKSHEET

This worksheet is for the sole purpose of helping you and your child plan the classes your child will take in the 6th grade.

As you complete this worksheet please keep in mind that your child has been recommended for certain classes by their 5th grade teacher, based on their performance in the 5th grade. Those recommendations are pre-printed on your child’s registration card. The 6th grade course offerings are listed on the following pages and include detailed descriptions.

You will need to make smart, well-informed choices because student registration impacts our staffing for next year. We anticipate very little, if any, movement between classes once students have been assigned to a class.

Finally, this worksheet SHOULD NOT be turned in with your registration card. This worksheet is simply a planning tool.

EXAMPLE:

All 6th grade students will have the following seven (7) courses.

6th Grade Courses

The main decision students will make is their elective choices. You have two (2) elective choices

There are seven (7) classes in a school day.

|  |  |  |
| --- | --- | --- |
| Class | Subject | Course Name |
| **1** | **ADV. ENGLISH** | ADV. English 6 |
| **2** | **MATH** | Math 6 |
| **3** | **ELECTIVE**  | See Bulletin |
| **4** | **SCIENCE** | Investigations in Science 6 |
| **5** | **SOCIAL STUDIES** | Advanced Social Studies 6 |
| **6** | **PHYSICAL EDUCATION & HEALTH** | Physical Education/Health 6 |
| **7** | **ELECTIVE** | See Bulletin |

6th Grade Courses

|  |  |  |
| --- | --- | --- |
| Class | Subject | Course Name |
| **1** | **ADV. ENGLISH** |  |
| **2** | **MATH** |  |
| **3** | **ELECTIVE** |  |
| **4** | **SCIENCE** |  |
| **5** | **SOCIAL STUDIES** |  |
| **6** | **PHYSICAL EDUCATION & HEALTH** |  |
| **7** | **ELECTIVE** |  |

6TH GRADE REGISTRATION

**Frequently Asked Questions**

**What are the elective options?**

*The Course Bulletin list the electives offered at RFMS by each grade level. Students have the options of choosing full-year music (Chorus, Band 6 or Orchestra 6), world language (Spanish 1A, French 1A, Chinese 1A), and Digital Literacy in which a 6th grader will be in the same class for the entire school year. There is also the full-year Arts Rotation, in which a 6th grader will rotate to a different arts elective course (Art/Specialty Art, Computers, and FACS) each marking period.*

**May my 6th grader change his/her elective choice after the registration process is completed?**

**For example, why can’t I just change my 6th grader’s schedule over the summer or once school begins?**

*Staffing for MCPS schools is based on student enrollment and course selections in the spring. Changes made during the summer or once the school year may impact our ability to run a particular class. We ask that you discuss elective choices with your child and carefully select the best option for him/her.*

**Is my 6th grader required to have had prior experience with an instrument to participate in beginning band or strings?** *No experience is necessary and the opportunity to learn a limited variety of new instruments is available for all. Beginning instrumentalists will catch up to students who played in elementary school through daily instruction.*

**Will my child have an opportunity to learn more about Frost before the start of 6th grade?**

*Your child will have several opportunities to learn about Frost. In February, Frost counselors will be meeting with all fifth grade students at each of our feeder schools to talk about course selection and the registration process. The counselors will return again in May, along with a few current 6th grade students, to talk about student life at Frost. There is also an opportunity to attend an orientation session in late August prior to the start of school. There may be an opportunity for an additional orientation session in July, depending on budget decisions. If we are able to provide an additional opportunity for a summer orientation, we will notify you in early May.*

***GRADE 6* REQUIRED COURSES**

**Math 6\* Weekly Study Hours: 2.5**

Math 6 is intended for all students who have attempted and/or successfully completed the kindergarten to grade 5 mathematics learning indicators. The course units of study include:

 Unit 1: Ratios, Fractions, and Decimals

 Unit 2: Number Relationships

 Unit 3: Expressions and Equations

 Unit 4: Geometric and Statistical Relationships

All concepts and skills are presented in the context of real-life problem-solving that requires reasoning, communication, and making connections. Students investigate concepts to extend their mathematical proficiency. The curriculum is designed to prepare as many students as possible for Algebra 1 by grade 8. The indicators are organized into instructional units accompanied by unit assessments that benchmark student progress as well as demonstrated readiness for the next level mathematics course. Students continue to prepare for the PARCC as well.

**Investigations In Mathematics\***  **Weekly Study Hours: 2.5**

Students who successfully completed **Compacted Math 5/6 in 5th grade** are enrolled in this course. The units of study include:

 Unit 1: Ratios and Proportional Reasoning

 Unit 2: Rational Number Operations

 Unit 3: Expressing Geometric Relationships

 Unit 4: Statistics and Probability

 Unit 5: The Real Number System

 Unit 6: Functional Relationships and Linear Equations

 Unit 7: Transformations and Geometric Measurements

One of the goals of this class is to provide a theoretical view of the world to students while preparing them for Algebra 1. Students learn both concrete and abstract mathematical topics while improving their communication, thinking, and reasoning skills. Students successful in this course will take Algebra 1 the following year.

\****Students will be enrolled in one of the above math courses based on test scores, math achievement, grades, and teacher recommendation. Please note:******All Frost students are expected to complete a math review packet prior to the first day of school.***

**Advanced English 6 Weekly Study hours: 1-2**

This course is designed for able and motivated students with a lively interest in the power and versatility of language. In preparation for advanced middle and high school English courses, 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.

**Investigations in Science 6 (IS6) Weekly Study Hours: 2.*5***

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 hours at the completion of Grade 6 Science for their full participation in SSL activities.

**Advanced Social Studies 6 Weekly Study Hours: 1-3**

The middle school social studies curriculum is designed to provide students with a firm foundation in the structures and concepts of the systems of geography, economics, politics, and culture that exist in today's world as well as the historical basis of those systems. Included in this foundation are the requisite skills necessary for students to independently acquire, interpret, evaluate, and communicate information.

There are two major strands that run through each unit. The first strand is specific to present-day content in geography, economics, government, or culture. The second strand is always history. The history strand progresses chronologically by unit from ancient history to approximately 1000 CE in grade six. The four units in sixth grade are:

Patterns of Settlement in the Ancient and Modern Worlds (Ancient Mesopotamia & Egypt)

Citizenship and Governance in Classical and Modern Times (Ancient Greece & Rome)

The Impact of Economics: Change and Continuity in China

Cultural Systems Past and Present (World Religions)

**Physical Education/Health 6 Weekly Study Hours: 1.0**

|  |  |
| --- | --- |
|  |  |

Students participate in movement skills and concepts, using the tactical games approach, which provides an opportunity for the development of understanding of invasion games, net/wall games, striking/fielding games and target games. Questioning throughout the lessons will prompt students to use critical thinking and problem solving skills. Students will be administered a Fitness Gram style test and use information from this test to develop goal setting skills, to learn health related fitness concepts and to help create a growth. Students will also demonstrate the ability to use personal and social responsibility skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

In addition, students will also participate in a required nine-week Health Education unit. A variety of units including: Mental Health; Tobacco, Alcohol and other Drugs; Personal and Consumer Health; Safety and Injury Prevention; Family Life and Human Sexuality; Disease Prevention and Control; and Nutrition and Fitness. Students will engage in a variety of activities that will strengthen their knowledge of health and improve their overall level of well-being.

# *GRADE 6* ELECTIVES

Sixth grade students have an opportunity to take a foreign language course as an elective

(Middle School Chinese 1A, French 1A, or Spanish 1A). These courses are consistent with the high school courses and accelerated courses for middle school level students.

Sixth grade students have the opportunity to select the instrumental music program (band or orchestra), chorus and the arts rotation. Please note the detailed course descriptions on the following pages.

|  |
| --- |
| **Chorus/Instrumental Music General Info**  |
| Students are required to participate in a limited number of special evening and/or weekend performances. The number and frequency of performances varies from ensemble to ensemble. Performances are under the same attendance requirements as class sessions. The performances are viewed as culminating exams and are graded as such. (MCPS- Program of Studies, Instrumental Music, gr. 6-8). In Instrumental Music, there are certain equipment costs that could be incurred. These will be explained in detail in the Instrumental Music Handbook. |

**Chorus (Full Year) *Daily Practice: 20 min/5 days a week***

The Frost Chorus is a mixed-grade performance group that sings together for the full year. While the 6th graders will perform with the full chorus, their class is **not** a mixed-grade level class. Emphasis is placed on developing fundamental singing skills of: diction, breathing, breath support, tone production, pitch discrimination, sight-singing, and singing in multiple parts. Students will develop musicianship and learn ensemble rehearsal techniques. Students will work with a wide variety of music as they prepare for performances in concerts, festivals and maybe some community functions.  Music theory will also be strongly encouraged and emphasized

**6th Grade Band (Full Year) *Daily Practice: 20 min/5 days a week***

These classes are designed for students who already play or want to learn to play woodwind, brass, or percussion instruments.\* All participants are expected to perform in scheduled concerts including a minimum of two evening performances. These performing groups **meet every day and do not miss instruction from other classes**.

Develop musicianship

Learn ensemble rehearsal techniques

Follow a conductor and perform in concerts

Develop technical facility on instruments

Explore additional instruments not available in elementary school

**6th Grade Orchestra (Full Year) *Daily Practice: 20 min/5 days a week***

These classes are designed for students who already play or want to learn to play string instruments. All participants are expected to perform in scheduled concerts including a minimum of two evening performances. These performing groups **meet every day**.

Develop musicianship

Learn ensemble rehearsal techniques

Follow a conductor and perform in concerts

Develop technical facility on instruments

Explore additional instruments not available in elementary school such as the viola and string bass

**6th Grade Arts Rotation *Weekly Study Hours: 1***

**(Full Year – rotation of multiple classes)**

The 6th grade arts rotation is designed to expose students to a variety of enriching experiences in Art/Specialty Art, Computers, Family & Consumer Sciences, and World Beat Music. Students will explore, identify and nurture personal interests and talents in each of the areas with a variety of hands-on projects. Students will be assigned 4 classes from the list**. Final decisions for course offerings in the rotation will be determined by enrollment and staffing.** A brief description of each area is listed below.

**![MCj03256420000[1]]()Art/Specialty Art 6**

In this class, students will gain experience and enhance their skills in two-dimensional, three dimensional and digital art. They will develop an awareness of art vocabulary, techniques, personal expression, and make cultural/historical connections. Craftsmanship, the safe use of tools and materials, and art room safety practices are emphasized.

### Computers 6

This course focuses on the selection and use of appropriate technology tools and resources to accomplish a variety of tasks and solve problems. This is an introductory computer course that encompasses programs available on the Frost network. Students will design various projects through computer-aided design.

**Family and Consumer Sciences 6 (FACS)**

This class allows students to experience and apply many practical life skills. Students will learn kitchen safety, measuring techniques, microwave cooking and many topics related to healthy eating. Students will also study child development and family living.  FACS supports students in preparation for the Middle School Assessments by applying academics to real-world issues.  A $3.00 lab fee may apply for this class.

**WORLD LANGUAGES General Info  *Weekly Study Hours: 2.5***

The Montgomery County Board of Education allows students to earn credit for high school foreign language courses taken in middle school. As in high school, the semester final examinations will count no more than 25% of the semester grade. **The final semester grades from middle school will be listed on the high school transcript and will be included in the high school cumulative grade point average (GPA**).

**Spanish 1A/French 1A/Chinese 1A – (Full Year) (Teacher Recommendation Suggested)**

The first half of Level 1 is taught in the sixth and seventh grade. In this course, listening, speaking, reading, and writing skills are developed through repetitive exposure within thematic units. The vocabulary and grammar needed for these units will be presented and practiced in simulated real life situations. Cultural aspects of the language are integrated into the studies. Theme areas include greetings, school, pastimes, numbers, food and weather.

**All elective course offerings will be based on staffing and enrollment.**

*Grade 7*

7TH GRADE REGISTRATION: PLANNING WORKSHEET

This worksheet is for the sole purpose of helping you and your child plan the classes your child will take in the 7th grade.

As you complete this worksheet please keep in mind that your child has been recommended for certain classes by their 6th grade teacher, based on their performance in the 6th grade. Those recommendations are pre-printed on your child’s registration card. The 7th grade course offerings are listed on the following pages and include detailed descriptions.

You will need to make smart, well-informed choices because student registration impacts our staffing for next year. We anticipate very little, if any, movement between classes once students have been assigned to a class.

Finally, this worksheet SHOULD NOT be turned in with your registration card. This worksheet is simply a planning tool.

EXAMPLE:

All 7th grade students will have the following seven (7) courses.

7th Grade Courses

The main decision students will make is their elective choices.

There are seven (7) classes in a school day.

|  |  |  |
| --- | --- | --- |
| Class | Subject | Course Name |
| **1** | **ADV. ENGLISH** | ADV. English 7 |
| **2** | **MATH** | Math 7 |
| **3** | **ELECTIVE** | Elective |
| **4** | **SCIENCE** | Investigations in Science 7 |
| **5** | **SOCIAL STUDIES** | Advanced Social Studies 7 |
| **6** | **PHYSICAL EDUCATION & HEALTH** | Physical Education/Health 7 |
| **7** | **ELECTIVE** | Elective |

7th Grade Courses

|  |  |  |
| --- | --- | --- |
| Class | Subject | Course Name |
| **1** | **ADV. ENGLISH** |  |
| **2** | **MATH** |  |
| **3** | **ELECTIVE**  |  |
| **4** | **SCIENCE** |  |
| **5** | **SOCIAL STUDIES** |  |
| **6** | **PHYSICAL EDUCATION & HEALTH** |  |
| **7** | **ELECTIVE** |  |

7TH GRADE REGISTRATION

**Frequently Asked Questions**

**What are the elective options?**

*The Course Bulletin list the electives offered at RFMS by each grade level. There are full-year music electives (Chorus, Band or Orchestra), in which a 7th grader will be in the same class for the entire school year. There is also the full-year Arts Rotation, in which a 7th grader will rotate to a different arts elective course (Art/Specialty Art, Computers, FACS, and Music) each marking period. In addition, students may select Contemporary Communications as a full-year elective. Students may also select a World Language (Spanish, French, and Chinese).*

**May my 7th grader change his/her elective choice after the registration process is completed?**

**For example, why can’t I just change my 7th grader’s schedule over the summer or once school begins?**

*Staffing for MCPS schools is based on student enrollment and course selections in the spring. Changes made during the summer or once the school year may impact our ability to run a particular class. We ask that you discuss elective choices with your child and carefully select the best option for him/her.*

# *GRADE 7* REQUIRED COURSES

**Investigations In Mathematics\* Weekly Study Hours: 2.5**

This mathematics course for the seventh grade is intended for students who successfully completed Math 6. The units of study include:

Unit 1: Ratios and Proportional Reasoning

 Unit 2: Rational Number Operations

 Unit 3: Expressing Geometric Relationships

 Unit 4: Statistics and Probability

 Unit 5: The Real Number System

 Unit 6: Functional Relationships and Linear Equations

 Unit 7: Transformations and Geometric Measurements

**Algebra I A/B for seventh graders\***  **Weekly Study Hours: 2.5**

This class is intended for students who have been successful in Investigations in Mathematics as sixth graders. The units of study include:

Relationships between Quantities and Reasoning with Equations

Linear and Exponential Relationships

Descriptive Statistics

Quadratic Relationships

Generalizing Function Properties

Students in this course take the PARCC, which includes both algebraic and statistical topics. **This course satisfies the high school Algebra 1 requirement and the credit and final semester grades received will appear on the student’s high school transcript.**

\****Students will be enrolled in one of the above math courses based on test scores, math achievement, grades, and teacher recommendation. Please note:******All Frost students are required to complete a math review packet prior to the first day of school.***

**Advanced English 7 Weekly Study Hours: 2-3**

This course is designed for able and motivated students with a lively interest in the power and versatility of language. In preparation for Advanced English 8 and advanced high school English courses, students 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.

**Investigations in Science 7 (IS7) Weekly Study Hours 1.5**

Following the pattern of IS6, IS7 is a problem/project-based curriculum. Instruction is interwoven around a relevant problem/project to allow a focus for student learning. Students engage in minds-on inquiry and hands-on explorations, productive discourse, and purposeful reading and writing. Units studied in IS7 center around topics related to cellular processes, structure and function in living things, genetics, Earth’s history, and biological evolution. Students engage in science, technology, engineering, and mathematics (STEM) in order to propose solutions to identified problems.

|  |
| --- |
| Dissection is one of the many instructional methods that may be used in middle school science. Students may request one of the teacher’s alternatives to dissection in these classes. Alternatives may include the use of such materials as videotapes, charts, diagrams, computer simulations, and textbook overlays. |

**Advanced Social Studies 7 Weekly Study Hours: 1.5 to 3.5**

The middle school social studies curriculum is designed to provide students with a firm foundation in the structures and concepts of the systems of geography, economics, politics, and culture that exist in today's world as well as the historical basis of those systems. Included in this foundation are the requisite skills necessary for students to independently acquire, interpret, evaluate, and communicate information.

There are two major strands that run through each unit. The first strand is specific present-day content in geography, economics, government, or culture. The second strand is always history. The history strand progresses chronologically by unit focusing on early modern world history in grade seven.



The four units in seventh grade are:

Patterns of Conflict and Power in Feudal and Modern Times

Role of Trade in Africa Past and Present

The Impact of Geography: Past and Present Meso-America

 The Interconnected World

**Physical Education/Health 7 Weekly Study Hours: 1.0**

Students participate in movement skills and concepts, using the tactical games approach, which provides an opportunity for the development of understanding of invasion games, net/wall games, striking/fielding games and target games. Questioning throughout the lessons will prompt students to use critical thinking and problem solving skills. Similar to high school, students will be given limited choices throughout the year to choose which activities they participate in. Students will be administered a Fitness Gram style test and use information from this test to develop goal setting skills, to learn health related fitness concepts and to help create a growth mindset towards fitness. Students will also demonstrate the ability to use personal and social responsibility skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

In addition, students will also participate in a required nine-week Health Education unit. A variety of units including: Mental Health; Tobacco, Alcohol and other Drugs; Personal and Consumer Health; Safety and Injury Prevention; Family Life and Human Sexuality; Disease Prevention and Control; and Nutrition and Fitness. Students will engage in a variety of activities that will strengthen their knowledge of health and improve their overall level of well-being.

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### *GRADE 7* ELECTIVES

**WORLD LANGUAGES General Info  *Weekly Study Hours: 2.5***

The Montgomery County Board of Education allows students to earn credit for high school foreign language courses taken in middle school. As in high school, the semester final examinations will count no more than 25% of the semester grade. **The final semester grades from middle school will be listed on the high school transcript and will be included in the high school cumulative grade point average (GPA**).

**Spanish 1A/French 1A/Chinese 1A – (Full Year)**

The first half of Level 1 is taught in the sixth and seventh grade. In this course, listening, speaking, reading, and writing skills are developed through repetitive exposure within thematic units. The vocabulary and grammar needed for these units will be presented and practiced in simulated real life situations. Cultural aspects of the language are integrated into the studies. Theme areas include greetings, school, pastimes, numbers, food and weather.

**Spanish 1A/B (Full Year)**

**French 1 A/B (Full Year)**

**Chinese 1 A/B (Full Year)**

Students will move through the beginning world language program at an accelerated pace; these classes are consistent with a one-year high school course. The language skills and cultural aspects described for Level 1A are also applicable to this class. No prior knowledge of the language is necessary. Students who successfully complete this course should enroll in Chinese 2, French 2 or Spanish 2 in the eighth grade.

|  |
| --- |
| **Chorus/Instrumental Music General Info**  |
| Students are required to participate in a limited number of special evening and/or weekend performances. The number and frequency of performances varies from ensemble to ensemble. Performances are under the same attendance requirements as class sessions. The performances are viewed as culminating exams and are graded as such. (MCPS- Program of Studies, Instrumental Music, gr. 6-8). In Instrumental Music, there are certain equipment costs that could be incurred. These will be explained in detail in the Instrumental Music Handbook. |

**Chorus (Full Year) *Daily Practice: 20 min/5 days a week***

The Frost Chorus is a mixed-grade performance group that sings together for the full year. Emphasis is placed on developing fundamental singing skills of: diction, breathing, breath support, tone production, pitch discrimination, and sight-singing. Students will develop musicianship and learn ensemble rehearsal techniques. Students will work with a wide variety of music as they prepare for performances in concerts, assemblies, festivals and community functions. Music theory will also be strongly encouraged and emphasized.

**Intermediate Band (Full Year) *Daily Practice: 30 min/7 days a week***

(Prerequisite: Experience with school and/or private instrumental lessons) Students will refine skills previously learned and develop more advanced techniques for performance. Emphasis will be to:

Develop musicianship

Learn ensemble rehearsal techniques

Follow a conductor

Perform with self-confidence

Perform in concerts

**Advanced Band (Full Year) *Daily Practice: 30 min/7 days a week***

(A limited number of 7th grade students will be selected by the Frost band director)

Students will further refine technical skills to:

Develop musicianship

Perform more difficult music

Participate in concerts and festivals

Develop self-confidence through performances

Follow a conductor

Learn ensemble rehearsal techniques

**Advanced Orchestra (Full Year) *Daily Practice: 30 min/7 days a week***

(Prerequisite: Experience in 6th grade orchestra, several years of private instruction or an audition with the instructor). Students will refine skills previously learned and develop more advanced techniques for performance. Emphasis will be to:

Continue development of musicianship

Learn ensemble rehearsal techniques

Follow a conductor

Develop self-confidence in solo-ensemble work

Participate in concerts and festivals

Experience solo and small group ensembles

**7th Grade Arts Rotation *Weekly Study Hours: 1***

**![MCj02907080000[1]]()(Full Year – rotation of multiple classes)**

The Arts Rotation will give students a chance to explore a variety of elective areas: art, computers, family & consumer sciences (FACS), and music. Students will be assigned 4 classes from the list**. Final decisions for course offerings in the rotation will be determined by enrollment and staffing.** A brief description of each area is listed below.

**Art 7**

Art production is the emphasis of this course. Students will solve visual problems through a variety of two-dimensional and three-dimensional experiences. Students will learn to analyze their own work and art work in general. Craftsmanship, the safe use of tools and materials, and art room safety practices are emphasized.

**Computers 7**

This course focuses on the selection and use of appropriate technology tools and resources to accomplish a variety of tasks and solve problems. This course is an extension of the sixth grade Introduction to Computers. Students will review skills associated with file management, touch typing, word processing, and electronic presentations. Students will use programs such as Turbo Typing, Microsoft Word, PowerPoint, Publisher, and Internet resources to complete assignments.

**Family and Consumer Sciences (FACS) 7**

In FACS, students will focus on practical life skills that affect families and individuals by studying units in sewing, consumerism, careers and finance.  Students apply skills by preparing foods, making healthy dietary decisions as well as making individual projects that support learning in the various units of study.  FACS supports students in preparation for the middle school assessments by applying academics to real-world issues. A $4.00 lab fee may apply for this class.

**Music 7**

Students will gain a better appreciation of music through developing performance skills on keyboard and guitar as well as exploring music from a variety of world cultures and historical time periods. The students will be able to describe musical events in a given aural example, improvise and compose short pieces of music, and use a variety of traditional and not-traditional sound sources to create music.

**Contemporary Communications (FULL YEAR)**

In this course, students will explore public speaking, print media, radio broadcasting, movies and television. Students will explore the history and evolution of each medium. This class may also include visual media (art) and the study of music and guitar. Decisions regarding course content will be based on enrollment and staffing.

**All elective course offerings will be based on staffing and enrollment.**

# *Grade 8*

8TH GRADE REGISTRATION: PLANNING WORKSHEET

This worksheet is for the sole purpose of helping you and your child plan the classes your child will take in the 8th grade.

As you complete this worksheet please keep in mind that your child has been recommended for certain classes by their 7th grade teacher, based on their performance in the 7th grade. Those recommendations are pre-printed on your child’s registration card. The 8th grade course offerings are listed on the following pages and include detailed descriptions.

You will need to make smart, well-informed choices because student registration impacts our staffing for next year. We anticipate very little, if any, movement between classes once students have been assigned to a class.

Finally, this worksheet SHOULD NOT be turned in with your registration card. This worksheet is simply a planning tool.

EXAMPLE:

All 8th grade students will have the following seven (7) courses.

8th Grade Courses

The main decision students will make is their elective choices.

There are seven (7) classes in a school day.

|  |  |  |
| --- | --- | --- |
| Class | Subject | Course Name |
| **1** |  **ADV. ENGLISH** |  ADV. English 8 |
| **2** | **MATH** | Math 8 |
| **3** | **ELECTIVE** | Elective |
| **4** | **SCIENCE** | Investigations in Science 8 |
| **5** | **SOCIAL STUDIES** | Advanced U.S. History 8 |
| **6** | **PHYSICAL EDUCATION & HEALTH** | Physical Education/Health 8 |
| **7** | **ELECTIVE** | Elective  |

8th Grade Courses

|  |  |  |
| --- | --- | --- |
| Class | Subject | Course Name |
| **1** | **ADV. ENGLISH** |  |
| **2** | **MATH** |  |
| **3** | **ELECTIVE**  |  |
| **4** | **SCIENCE** |  |
| **5** | **SOCIAL STUDIES** |  |
| **6** | **PHYSICAL EDUCATION & HEALTH** |  |
| **7** | **ELECTIVE** |  |

8TH GRADE REGISTRATION

**Frequently Asked Questions**

**What are the elective options?**

*The Course Bulletin list the electives offered at RFMS by each grade level. There are full-year music electives, in which an 8th grader will be in the same class for the entire school year. There are also semester elective courses in which an 8th grader will rotate to a different elective course after the first semester exams.*

**Why can’t I just change my 8th grader’s schedule over the summer or once school begins?**

*Staffing for MCPS schools is based on student enrollment and course selections in the spring. Changes made during the summer or once the school year may impact our ability to run a particular class. We ask that you discuss elective choices with your child and carefully select the best option for him/her.*

**What happens if my 8th grader is unsuccessful in a high school level course?**

*Middle school students may enroll in high school level courses for which they are eligible to receive high school credit. Credit toward high school graduation may be earned by middle school students if all the following criteria are met:*

* *A middle school student must successfully pass both semesters of the course in order to earn credit consistent with COMAR regulations. Partial credit will not be awarded for completing one semester of a two-semester sequence in middle school.*
* *Any student who completes a high school course may retake the course for a replacement grade. Grades and credits for courses retaken will be treated for computing the GPA and WGPA as follows:*
* *a) A course may be retaken, no matter the final grade.*
* *b) The highest of the grades received shall be entered on the student’s*

*transcript and shall be used for the purpose of computing weighted and unweighted grade point averages.*

* *c) Students only may replace a course with a course of the same*

*course code.*

* *d) If space in a class is limited, students taking a course for the first time have priority for placement in the class over students retaking the course.*

### *GRADE 8*REQUIRED COURSES

**Algebra Prep Weekly Study Hours: 2.5**

In Algebra Prep, students complete the development of skills and concepts needed to successfully begin the study of Algebra I in the ninth grade. The units of study include:

Data and Patterns

Number Systems

Functional Relationships

Geometry and Measurement

Probability

Algebraic concepts introduced in the previous courses are reinforced and applied in new situations. Additional Algebra 1 indicators, especially those that are measured on the Algebra High School Assessment, will be covered. All concepts and skills are presented in the context of real-life problem-solving that requires reasoning, communication, and making connections. Students investigate concepts to extend their mathematical proficiency. The indicators are organized into instructional units accompanied by unit assessments that measure student progress as well as readiness for the next level mathematics course.

To meet the needs of all of our students,Frost will offer **enrichment** of the Algebra Prep objectives as well as **extensions** into some of the algebraic concepts of the eighth grade. These enrichment activities will provide the expected rigor of instruction while continuing the student’s preparation for ninth grade Algebra.

**Algebra I A/B Weekly Study Hours: 2.5**

This class is intended for students who have been extremely successful in Math 7 or Investigations in Math. The units of study include:

Relationships between Quantities and Reasoning with Equations

Linear and Exponential Relationships

Descriptive Statistics

Quadratic Relationships

Generalizing Function Properties

Students in this course take the PARCC, which includes both algebraic and statistical topics. **This course satisfies the high school Algebra 1 requirement and the credit and final semester grades received will appear on the student’s high school transcript.**

**Double Period Algebra (based on teacher recommendation)**

This course is offered to students who are prepared to be successful in Algebra 1 in 8th grade, but who need additional reinforcement of both pre-requisite concepts and the on-going new Algebra topics and skills. This course assigns no homework and takes the place of one of the two 8th grade elective periods. The grade for this course will not appear on the student’s high school transcript and is not factored into the student’s grade point average.

**Honors Geometry Weekly Study Hours: 2.5**

This is a course for students who have successfully completed the Algebra I course in grade 7. It is a course for students who have performed above average in Algebra 1. This course continues the sequence of high school mathematics offered in the middle school. The units of study include:

Introduction to Geometry

Reasoning

Polygons

Congruency

Indirect Measurement

Circles & 3-D Geometry

Trigonometry

**Honors credit and final semester grades received will appear on the student’s high school transcript.**

\****Students will be enrolled in one of the above math courses based on test scores, math achievement, grades, and teacher recommendation. Please note:******All Frost students are required to complete a math review packet prior to the first day of school.***

### Advanced English 8-Writing and Language 8A Weekly Study Hours: 2- 3

Writing and Language 8A—like its counterpart in ninth grade—puts writing at the center of teaching and learning. This course prepares students to communicate in a world that is changing so rapidly we may not even be able to imagine future means of communication. The tools students use to express their ideas have rarely been stable, but while the means for transmitting language has changed, the need to read, write, and think critically have not. English 8 and 9 are parallel courses that help students realize the promise of language and literature for their own purposes and audiences, no matter how the tools may change before they graduate.

Writing and Language 8A focuses on developing the skills students need to communicate effectively for a variety of purposes, audiences, and media. The course is designed as a workshop: Students write frequently, 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.

**Advanced English 8-Literature and Language 8B** **Weekly Study Hours: 3**

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.

Students engage in the study of language and literature through three six-week units. In Unit 1—Literature as Craft—students read short stories and narrative fiction to explore how authors construct texts in deliberate ways to give life to their stories. In Unit 2—Literature in Context—students read historical narratives, nonfiction, and essays to examine how social and historical forces play a role in shaping an author’s work. In Unit 3—Literature as Art—students read drama and poetry to consider how audiences respond to imaginative language and intense expression in print texts and live performances. Throughout the semester, students have opportunities to choose some texts based on their own interests and curiosities, to imitate the techniques of the writers they study, and to continue to hone their writing skills. As in Writing and Language 8A, the course is designed to help students realize the promise of language and literature for their own authentic purposes.

**Investigations in Science 8 Weekly Study Hours 2.5**

Following the pattern of IS6 and IS7, 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.

**Advanced American History 8 Weekly Study Hours: 2 to 4**

The middle school social studies curriculum is designed to provide students with a firm foundation in the structures and concepts of the systems of geography, economics, politics, and culture that exist in today's world as well as the historical basis of those systems. Included in this foundation are the requisite skills necessary for students to independently acquire, interpret, evaluate, and communicate information.

There are two major strands that run through each unit. The first strand is specific present-day content in geography, economics, government, or culture. The second strand is always history. The history strand progresses chronologically by unit with American History from 1763 to 1877 in grade eight. The four units for eighth grade are:

Democracy: Political System of the People

Creating a National Political System and Culture

Expansive Geography – Sectional Economies

 A Nation Divided and Rebuilt

**Physical Education/Health 8 Weekly Study Hours: 1.0**

Students participate in movement skills and concepts, using the tactical games approach, which provide an opportunity for the development of understanding of invasion games, net/wall games, striking/fielding games and target games. Questioning throughout the lessons will prompt students to use critical thinking and problem-solving skills. Similar to high school, students will be given limited choices throughout the year to choose which activities they participate in. Students will be administered a Fitness Gram style test and use information from this test to develop goal setting skills, to learn health related fitness concepts and to help create a growth mindset towards fitness.

In addition, students will also participate in a required nine-week Health Education unit. A variety of units including: Mental Health; Tobacco, Alcohol and other Drugs; Personal and Consumer Health; Safety and Injury Prevention; Family Life and Human Sexuality; Disease Prevention and Control; and Nutrition and Fitness. Students will engage in a variety of activities that will strengthen their knowledge of health and improve their overall level of well-being.

**GRADE 8 ELECTIVES**

**DEVELOPMENTAL READING 8 (Full Year) Weekly Study Hours: 1**

Developmental Reading 8 is designed to help students continue on the path to becoming independent readers, writers, and thinkers while reading narrative and expository text. Through the Advantage Reading Program and a variety of other sources, this program will promote an increased level of individual student responsibility to utilize the full range of literacy skills that are practiced. Critical thinking skills, vocabulary development, fluency, and writing will be areas of concentration. The goal is to assure that students become inquisitive and enthusiastic about reading as they negotiate the challenges of the information-rich world.

**WORLD LANGUAGES GENERAL INFO *Weekly Study Hours: 2.5***

The Montgomery County Board of Education allows students to earn credit for high school world language courses taken in middle school. **Credit and final semester grades received will appear on the high school transcript.**

**Spanish 1B/ French 1B (Full Year - Prerequisite: Spanish 1A/ French 1A)**

The second half of Level 1 is taught in the eighth grade. In each class, listening, speaking, reading, and writing skills continue to be developed. As in level 1A, the vocabulary and grammar are studied as a means to effective communication in real-life situations. Cultural aspects of the language are also integrated into the course. Theme areas in level 1B include family, travel, community, house and current events. Students who successfully complete this class should enroll in Level 2 in the ninth grade.

**Spanish 1 A/B (Full Year)**

**French 1 A/B (Full Year)**

**Chinese 1 A/B (Full Year)**

Students will move through the beginning world language program at an accelerated pace; these classes are consistent with a one-year high school course. In this course, listening, speaking, reading, and writing skills are developed through repetitive exposure within thematic units. The vocabulary and grammar needed for these units are studied as a means to effective communication in real-life situations. Cultural aspects of the language are integrated into the studies. Theme areas include greetings, school, pastimes, numbers, clothing, weather, current events, food, travel, community, family and house. No prior knowledge of the language is necessary. Students who successfully complete this course should enroll in French 2, Spanish 2, or Chinese 2 in the ninth grade.

**Spanish 2 A/B (Full Year -Prerequisite: Spanish 1)**

**French 2 A/B (Full Year -Prerequisite: French 1)**

**Chinese 2 A/B (Full Year -Prerequisite: Chinese 1)**

Students enrolled in these programs will move through the world language class at an accelerated pace. Listening, speaking, reading, and writing skills continue to be developed. The theme areas started in level 1 are expanded to include more extensive vocabulary and more advanced grammar. The prerequisite for this class is the completion of French 1, Spanish 1 or Chinese 1 in the seventh grade. Students who successfully complete this class should enroll in French 3, Spanish 3, or Chinese 3 in the ninth grade.

**MUSIC ELECTIVES**

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| **Chorus/Instrumental Music General Info**  |
| Students are required to participate in a limited number of special evening and/or weekend performances. The number and frequency of performances varies from ensemble to ensemble. Performances are under the same attendance requirements as class sessions. The performances are viewed as culminating exams and are graded as such. (MCPS- Program of Studies, Instrumental Music, gr. 6-8). In Instrumental Music, there are certain equipment costs that could be incurred. These will be explained in detail in the Instrumental Music Handbook. |

**Chorus (Full Year) *Daily Practice: 20 min/5 days a week***

The Frost Chorus is a mixed-grade performance group that sings together for the full year. Emphasis is placed on developing fundamental singing skills of: diction, breathing, breath support, tone production, pitch discrimination, and sight-singing. Students will develop musicianship and learn ensemble rehearsal techniques. Students will work with a wide variety of music as they prepare for performances in concerts, assemblies and community functions. Music theory will also be strongly encouraged and emphasized.

**Music 8-Keyboard and Digital Music (One Semester)**

An extended unit on developing basic piano skills will be presented. Basic elements of music including note reading, rhythm, style, melody, harmony, dynamics, tempo, and basic music theory will be explored to provide the students with the necessary tools to be able to fluently create their own original, and coherent pieces of music using notation software on computers.

**Guitar 8 (One Semester)**

This course is for students who already play or want to learn to play the guitar.  In this course the students will learn skills and techniques such as strumming chords, playing melodies, improvising, reading music, and learning rock and blues riffs.  Students will have the opportunity to perform alone and in a group setting.  Guitars will be provided for classroom use at school.

**Intermediate Band (Full Year) *Daily Practice: 30 min/7 days a week***

Prerequisite: Experience with school and/or private instrumental instruction. Students will refine skills previously learned and develop more advanced techniques for performance. Emphasis will be to:

Develop musicianship

Learn ensemble rehearsal techniques

Perform in concerts

Follow a conductor

Perform with self-confidence

**Advanced Band (Full Year)  *Daily Practice: 30 min/7 days a week***

Prerequisite: Selected by the Frost band director

Students will further refine technical skills to:

Develop musicianship

Perform more difficult music

Participate in concerts and festival

Experience solo and small group ensembles

Develop self-confidence through performances

Learn ensemble rehearsal techniques

Experience solo and small group ensembles

Follow a conductor

**Advanced Orchestra (Full Year) *Daily Practice: 30 min/7 days a week***

Students refine skills previously learned and develop more advanced techniques for performance. Emphasis will be to:

Continue development of musicianship

Learn ensemble rehearsal techniques

Follow a conductor

Experience solo and small group ensembles

Develop self confidence in performing solo and ensemble work

Participate in concerts and festivals

Perform more advanced music

**ARTS ELECTIVES**  ***Weekly Study Hours: 1.0***

**Family and Consumer Sciences (FACS) (One Semester)**

FACS teaches many practical life skills through a variety of units.  The travel unit allows students to practice decision-making skills while using a budget.  Food preparation, ranging from nutritious snacks to full dinners, and learning healthy eating habits are emphasized in the foods unit.  FACS supports students in preparation for the Middle School Assessments by applying academics to real-world issues.  An $8.00 lab fee may apply for this class.

**Art 8: 2-Dimensional Art (One Semester)**

In 2D Art students will refine their creative skills and develop their own artis­tic style as they gain experience with two-dimensional art materials and techniques, including units in collage, drawing, design, painting, and printmaking. Students will continue to explore the role of artists throughout history and their influence on contemporary society, seeking inspiration for each art project from a wide array of sources. This course will help prepare students for high school art courses.

**Specialty Art 8: Sculpture (One Semester)**

In Sculpture students will refine their creative skills and develop their own artis­tic style as they gain experience with three-dimensional art materials and techniques, including units in ceramics, found objects, plaster gauze, paper building, and paper-mache. Students will continue to explore the role of artists throughout history and their influence on contemporary society, seeking inspiration for each art project from a wide array of sources.

**Photography/Visual Art (One Semester)**

This visual arts course focuses on the exploration of the world around us through photography. Camera operation, shooting styles and techniques, and composition/design concerns are covered. Students will gain practice and proficiency in the use of current technologies and editing software.

Aesthetic understanding and photography to express personal vision are emphasized. Unit topics may include: expressive portraiture, landscape/nature, architecture, motion, line/shape/form, lighting, perspective/point-of-view, graphic design, photojournalism, and history**.**

In addition, this 21st century class affords opportunities to communicate ideas through mixed media. Photography combined with contemporary and traditional media (such as drawing, collage, sculpture, book making, etc.) is incorporated. Students will develop a portfolio of work over the duration of the semester. Course outcomes are based on national and state arts and technology standards.

**Computers Applications (One Semester)**

This course focuses on the selection and use of appropriate technology tools and resources to accomplish a variety of tasks and solve problems. This course introduces students to more advanced concepts in the field of computers.  Students will review concepts taught in 6th and 7th grade such as file management, touch typing, word processing, graphic design, desktop publishing, and presentation design.

**T.V. Studio (One Semester)**

This course focuses on incorporating the elements of text, image, sound, speech, and video. Students will explore the roles of current digital technologies in communication. Students will use these technologies to enhance information, resulting in effective communication through interactive projects and producing the Frost morning announcements.

**Social Studies Humanities (FULL YEAR)**

Do you like to think about life’s big ideas? Can you imagine asking yourself such questions as, “Why does a person commit evil acts? What are the benefits and risks of artificial intelligence? Why do humans create art?” If so, then the Humanities elective is for you. In this class, we will explore some of the most significant issues that face humanity. Topics will include creativity/the arts, economics, psychology, law/justice, the environment, and technology. This year-long course will examine different disciplines within humanities, providing you with hands-on learning experiences that emphasize critical thinking and problem solving. Student discussion and investigation are the primary modes of learning.

**Related Activity-Computers A & B (FULL YEAR)**

~~~~ Have you ever wondered how to make an app for your phone?  Or, how to program interactive games and animations?  In the Computer Studies Course students will learn essential computing technology. This class is an introductory Computer Science course that empowers students to create authentic artifacts and engage with CS as a medium for creativity, communication, problem solving, and fun. Students will learn fundamental elements of modern computer programming, including using robotics technology*.*

**\*COURSE WILL BE OFFERED PENDING MCPS APPROVAL AND STAFFING\***

**There is a $10.00 Art Fee for this course to cover materials needed to create projects that students take home at the end of the year.**

**Notes**