



***What Your Child
Will Learn
In***



Family Guide 2009 - 2010

The purpose of this document is to give families an overview of their child's classroom learning experiences throughout the entire school year.
A child's program may differ depending on his or her instructional needs.

English

Literary Forms: Mystery And Suspense

- ◆ Recognize how mystery writers create suspense or sustain reader involvement.
- ◆ Use a variety of strategies for understanding text.
- ◆ Compose oral, written and visual presentations that inform, persuade and express personal ideas.

Literary Origins: Mythology

- ◆ Recognize that myths are stories rooted in cultural beliefs and human needs and that every culture has both aesthetic and explanatory myths.
- ◆ Use a variety of strategies for understanding text.
- ◆ Compose oral, written and visual presentations that inform, persuade and express personal ideas.

Literary Archetypes: Circles Of Stories

- ◆ Differentiate among fundamental modes of literature such as romance, comedy, satire/irony and tragedy.
- ◆ Use a variety of strategies for understanding text.
- ◆ Compose oral, written and visual presentations that inform, persuade and express personal ideas.

Language

Apply knowledge of grammar concepts and skills to control oral and written language.

- ◆ Consider the form, meaning, position, and function of words (plural and possessive nouns, verb forms, prepositions, conjunctions, modifiers).
- ◆ Combine and expand sentences.
- ◆ Differentiate complete sentences from non-sentences.
- ◆ Compose simple, compound and complex sentences.

Comprehend and apply standard English usage and capitalization and punctuation.

- ◆ Use appropriate subject-verb agreement.
- ◆ Recognize and correct faulty verb forms, double negatives and run-on sentences.

- ◆ Use commas correctly in nouns of direct address, compound sentences, introductory elements, and interrupters.

Compose texts using effective revising and editing strategies.

- ◆ Eliminate redundant and irrelevant words.
- ◆ Clarify meaning through coordination and subordination, using active voice, and placement of antecedents and modifiers.
- ◆ Use consistent person, number, tense and mood.
- ◆ Add phrases for variety and detail.
- ◆ Vary sentence types and lengths to clarify and extend meaning and to develop style.

Gifted And Talented G/T

Differentiation for students participating in the seventh grade G/T English Program is accomplished through an emphasis on designated G/T objectives that are outlined in the *Howard County Middle School English Essential Curriculum*. G/T English students are expected to work at an accelerated pace, to read and interpret challenging literature independently, and to formulate their own hypotheses about author's intent and style. Seventh grade G/T English students read three full-length works for intensive study from the following choices: *Antigone* by Sophocles, *A Connecticut Yankee in King Arthur's Court* by Mark Twain, *Lupita Manana* by Patricia Beatty, and a collection of short stories by Edgar Allan Poe. These literary selections are reserved for G/T English because their complex sentence structure, advanced vocabulary or difficult content present a special reading challenge.

By extending and refining knowledge, creative productions and investigations enable students to apply what they know about literature and composition to the development of original works. G/T English students maintain portfolios to assess and enhance their growth.

Reading

Reading Realistic and Contemporary Fiction

- ◆ Use before, during, and after reading strategies to comprehend literary text.

- ◆ Analyze important ideas and messages in literary texts.
- ◆ Read and analyze a variety of self-selected and assigned literary texts [print and non-print] representing diverse cultures, perspectives, ethnicities, and time periods.
- ◆ Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression (fluency).
- ◆ Acquire, understand, and use new vocabulary.
- ◆ Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.

Reading Informational Text

- ◆ Apply comprehension skills by selecting, reading, and interpreting a variety of print and non-print informational texts, including electronic media.
- ◆ Use before, during, and after reading strategies to comprehend informational text.
- ◆ Read critically to analyze, evaluate, and interpret informational text to facilitate understanding.
- ◆ Evaluate, collect, organize and summarize data from primary and secondary sources.
- ◆ Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.

My Place in the World: Information Literacy

- ◆ Follow systematic research steps using a problem solving framework to investigate knowledge of self and student's relationship to personal professional pathways.
- ◆ Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.

Challenge Reading

A differentiated essential curriculum for Grade 7 Challenge Reading is designed to meet the unique needs of the advanced learner. This curriculum includes units on the following topics:

- ◆ Strategic Reading of Informational Text
- ◆ Critical Consciousness: The Critical Reader and Thinker of Literary Text - The Hispanic Voice.
- ◆ I-Search - The Power of Inquiry
- ◆ Careers Exploration

MATHEMATICS

In Grade 7, mathematics is taught in three distinct courses. Although the mathematical content of each course is different, the following five areas of instruction are related to the content of each of the different courses:

Problem Solving

- ◆ Use problem-solving to investigate and understand mathematical content.
- ◆ Formulate problems from situations within and outside mathematics.
- ◆ Develop and apply a wide variety of strategies to solve routine and nonroutine problems.
- ◆ Generalize solutions and strategies to new problem situations.

Communications

- ◆ Model situations using oral, written, concrete, pictorial, graphical and algebraic methods.
- ◆ Use the skills of reading, listening and viewing to interpret and evaluate mathematical data.
- ◆ Discuss mathematical ideas, make conjectures, and make convincing arguments.

Connections

- ◆ See mathematics as an integrated whole.
- ◆ Explore mathematics and describe results using graphical, numerical, physical, algebraic and verbal mathematical models or representations.
- ◆ Apply mathematical thinking and modeling to solve problems that arise in other disciplines and in real-life situations.

Reasoning

- ◆ Recognize and apply inductive and deductive reasoning.
- ◆ Make and investigate mathematical conjectures and arguments.
- ◆ Validate one's own thinking.

Technology

- ◆ Use appropriate technologies such as calculators, computers and the Internet to explore, compute and apply mathematical concepts in graphical, numerical and algebraic ways.
- ◆ Use technology to support and advance mathematical content.

Middle School Mathematics II

In addition to the instructional areas of problem solving, communications, connections, reasoning and technology listed previously, the following content areas are developed:

Number Concepts And Operations

- ◆ Understand numbers, ways of representing numbers, relationships among numbers and number systems.
- ◆ Understand the meaning of operations and how they relate to each other.
- ◆ Use applications of fractions to solve problems.
- ◆ Use laws of exponents to simplify expressions.
- ◆ Solve real-life problems using ratios, proportions and percents.
- ◆ Write numbers using scientific notation.

Patterns, Functions And Algebraic Concepts

- ◆ Understand various types of patterns and functional relationships and extend them using geometric/algebraic representations and technology.
- ◆ Use symbolic forms to represent and analyze mathematical situations and structures.
- ◆ Evaluate variable expressions using order of operations.
- ◆ Use patterns to solve problems and develop algebraic relationships.
- ◆ Graph, compare, order, add, subtract, multiply and divide integers.
- ◆ Write and evaluate variable expressions and formulas.
- ◆ Solve one- and two-step equations.
- ◆ Solve real-life problems involving operations with integers.

Geometry And Measurement

- ◆ Identify various types of angles.
- ◆ Estimate angle measures.
- ◆ Measure and construct angles using a protractor and a compass.
- ◆ Calculate area and surface area.
- ◆ Identify, use and draw translations, rotations and reflections in the coordinate plane.
- ◆ Understand attributes, units and systems of measurement.

- ◆ Estimate and calculate length, perimeter, area, capacity and weight/mass in customary and metric units.
- ◆ Determine a missing dimension of a polygon using scale.

Data Analysis, Statistics And Probability

- ◆ Pose questions and collect, organize and represent data to answer those questions.
- ◆ Interpret results of a survey and make predictions.
- ◆ Collect, interpret, organize and display data in a variety of formats.
- ◆ Use data analysis in authentic problem-solving situations.
- ◆ Use probability to make predictions.
- ◆ Identify and calculate the probability of independent events.



MATHEMATICS

Pre-Algebra

In addition to the instructional areas of problem solving, communications, connections, reasoning and technology previously listed, the following content areas are developed:

Number Concepts And Operations

- ◆ Understand numbers, ways of representing numbers, relationships among numbers and number systems.
- ◆ Calculate powers of integers and square roots of perfect squares.
- ◆ Simplify numerical expressions with rational numbers.
- ◆ Use rules of exponents to simplify expressions and apply the concept of powers to scientific notation.
- ◆ Solve authentic problems involving percent.

Patterns, Functions, Properties And Algebraic Concepts

- ◆ Understand various types of patterns and functional relationships.
- ◆ Evaluate variable expressions using exponents and order of operations.
- ◆ Use symbolic forms to represent and analyze mathematical situations.
- ◆ Translate between verbal and mathematical expressions and sentences.
- ◆ Solve equations in one variable using multiple transformations.
- ◆ Write and solve proportions.
- ◆ Use patterns to complete function tables and to find algebraic relationships.
- ◆ Graph relationships that can be described by linear functions.
- ◆ Solve for the unknown in an inequality.

Geometry And Measurement

- ◆ Estimate and calculate the circumference and area of a circle.
- ◆ Estimate and calculate the circumference and area of composite shapes.
- ◆ State and apply angle and line relationships.
- ◆ Estimate and calculate the volume of a cylinder.
- ◆ Execute formal geometric constructions.

- ◆ Derive and apply the Pythagorean Theorem.
- ◆ Understand attributes, units and systems of measurement.
- ◆ Apply a variety of techniques, tools and formulas for determining measurement.

Data Analysis, Statistics And Probability

- ◆ Pose questions and collect, organize and represent data to answer those questions.
- ◆ Read, construct and interpret graphs and plots, using technology where appropriate.
- ◆ Analyze the results of a survey or simulation.
- ◆ Express in different forms information from surveys, charts, tables and graphs.
- ◆ Use probabilities to make predictions.
- ◆ Determine probability of independent and dependent events.

Algebra I/Data Analysis G/T Functions And Algebra

The student will demonstrate the ability to investigate, interpret and communicate solutions to mathematical and real-world problems using patterns, functions and algebra.

- ◆ The student will analyze a wide variety of patterns and functional relationships using the language of mathematics and appropriate technology.
 - ◆ Represent patterns and/or functional relationships that are expressed numerically, algebraically and/or geometrically.
 - ◆ Represent patterns and/or functional relationships in a table, as a graph and/or by mathematical expression.
 - ◆ Apply addition, subtraction, multiplication and/or division of algebraic expressions to mathematical and real-world situations.
 - ◆ Describe the graph of a non-linear function and discuss its appearance in terms of the basic concepts of maxima and minima, zeros (roots), rate of change, domain and range and continuity.

- ◆ Model and interpret real-world situations using the language of mathematics and appropriate technology.
 - ◆ Determine the equation for a line, solve linear equations and/or describe the solutions using numbers, symbols and/or graphs.
 - ◆ Solve linear inequalities and describe the solutions using numbers, symbols and/or graphs.
 - ◆ Solve and describe using numbers, symbols and/or graphs if and where two straight lines intersect.
 - ◆ Describe how the graphical model of a non-linear function represents a given problem and estimate the solution.
 - ◆ Apply formulas and/or use matrices (arrays of numbers) to solve real-world problems.



Data Analysis And Probability

The student will demonstrate the ability to apply probability and statistical methods for representing and interpreting data and communicating results, using technology when needed.

- ◆ Collect, organize, analyze and present data.
 - ◆ Design and/or conduct an investigation that uses statistical methods to analyze data and communicate results.
 - ◆ Use the measures of central tendency and/or variability to make informed conclusions.
 - ◆ Calculate theoretical probability or use simulations or statistical inferences from data to estimate the probability of an event.
- ◆ Apply the basic concepts of statistics and probability to predict possible outcomes of real-world situations.
 - ◆ Make informed decisions and predictions based upon the results of simulations and data from research.
 - ◆ Interpret data and/or make predictions by finding and using a line of best fit and by using a given curve of best fit.
 - ◆ Communicate the use and misuse of statistics.

Students taking Algebra/Data Analysis will take the Algebra/Data Analysis High School Assessment.

Science

The Maryland State Department of Education Standards Committee defines science as “a body of knowledge developed through the process of investigating that is combined with thoughtful reflections guided by critical thinking skills. This body of knowledge is dynamic and has a dramatic impact on every aspect of social life.”

The Howard County Public School System science program is grounded in this vision of science. Throughout the middle school science program, the concepts of science are taught in conjunction with science skills and processes in order to help students develop a deeper and richer understanding of scientific facts and principles.

In Grade 7 science, students will explain the dynamic nature of living things, their interactions and the results from these interactions that occur over time. In addition, students will participate in a meaningful watershed experience as defined in the Chesapeake Bay 2000 Agreement.

Skills And Processes Of Science

Throughout middle school, students will refine the strategies for collecting, organizing, and presenting data. They will work on identifying and applying the elements of scientific investigation.

Each year, the students will have many opportunities to apply and practice all of the listed science skills and processes across the concept areas. During each unit of instruction, students are expected to demonstrate the ability to use the following processes:

- ◆ Demonstrate the ability to use proper safety procedures when conducting an investigation.
- ◆ Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.
- ◆ Review data from a simple experiment, summarize the data and construct a logical argument about the cause-and-effect relationships in the experimentation.
- ◆ Verify the idea that there is no fixed set of steps that all scientists follow. Scientific investigations usually involve the collection of relevant evidence, the use of logical reasoning, and the application of imagination in devising hypotheses and explanations to make sense of the collected evidence.
- ◆ Develop explanations that explicitly link data from investigations conducted, selected readings and, when appropriate, contributions from historical discoveries.
- ◆ Explain that complex systems require control mechanisms.
- ◆ Analyze, design, assemble and troubleshoot complex systems.
- ◆ Analyze the value and the limitations of different types of models in explaining real things and processes.

Nature Of Living Things

- ◆ Gather and organize data to defend or argue the proposition that all living things are cellular (composed of cells) and that cells carry out the basic life functions.
- ◆ Cite evidence to illustrate that the life functions of multicellular organisms (plant and animal) are carried out within complex systems of different tissues, organs and cells.
- ◆ Explain that a single cell carries out all the basic life functions of a multicellular organism.
- ◆ Explain that the transfer and transformation of matter and energy links organisms to one another and to their physical setting.
- ◆ Use food chains and food webs. Provide evidence that supports the premise “In the flow of matter system the total amount of matter remains constant even though its form and location change.”

Human Biology

- ◆ Recognize and provide examples that human beings, like other organisms, have a complex body system of cells, tissues and organs that interact to support an organism’s growth and survival.
- ◆ Select several body systems and explain the role of cells, tissues and organs that effectively carry out a vital function for the organism, such as:
 - ◆ Obtaining food and providing energy (digestive, circulatory, respiratory).
 - ◆ Defense (nervous, endocrine, circulatory, muscular, skeletal, immune).
 - ◆ Reproduction (reproductive, endocrine, circulatory).
 - ◆ Waste removal (excretory, respiratory, circulatory).
 - ◆ Breathing (respiratory, circulatory).

Genetics

- ◆ Explain the ways that genetic information is passed from parent to offspring in different organisms.
- ◆ Identify evidence to support the idea that there is greater variation among offspring of organisms that reproduce sexually than among those that reproduce asexually.

Evidence Of Change

- ◆ Compile evidence to verify the claim of biologists that the features of organisms connect or differentiate them—these include external and internal structures (features) and processes.
- ◆ Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.
- ◆ Recognize and describe that evolutionary change in species over time occurs as a result of natural variation in organisms and environmental changes.

Ecology

- ◆ Provide reasons to support the fact that the number of organisms an environment can support depends on the physical conditions and resources that are available.
- ◆ Recognize and compare how different parts of the world have varying amounts and types of natural resources and how the use of those resources impacts environmental quality in terms of living organisms.
- ◆ Recognize and explain the impact of a changing human population on the use of natural resources and on environmental quality.
- ◆ Recognize and explain that human-caused changes have consequences for Maryland's environment as well as for other places and future times.
- ◆ Recognize and describe that environmental changes can have local, regional and global consequences.
- ◆ Recognize and explain how human activities can accelerate or magnify many naturally occurring changes in terms of living organisms.

Gifted And Talented (G/T) Science Program

Students participating in seventh grade G/T science receive a differentiated program. Differentiation occurs when teachers preassess the students' knowledge and use curriculum compacting to accelerate the pace of instruction and increase the depth of learning.

In addition, a major goal of the middle school G/T science program is to provide an opportunity for students to do original scientific research. G/T students will complete the seventh grade portion of the gifted and talented research unit, which includes the following:

- ◆ Review the components of the G/T Research Project.
- ◆ Set up a research notebook.
- ◆ Select a topic for research.
- ◆ Identify the research problem/question.
- ◆ Conduct background on the problem and write an introduction to the project.
- ◆ Identify variables and formulate a hypothesis for the project.
- ◆ Create an experimental design/research plan.

Health

Tobacco, Alcohol And Other Drugs

- ◆ Describe the effects of alcohol abuse on the individual, family and society.
- ◆ Identify the consequences of underage drinking.
- ◆ Identify prevention, intervention and treatment resources for alcohol abusers and their families.
- ◆ Explain the influences on alcohol use.
- ◆ Demonstrate effective refusal skills and decision-making techniques regarding alcohol use.

Nutrition And Fitness

- ◆ Evaluate and utilize health information, products and services related to healthy weight management.
- ◆ Explain the relationship between body image and healthy weight management.
- ◆ Relate physical activity and Dietary Guidelines for Americans to the achievement of optimal health.

Social And Emotional Health

- ◆ Identify the effects of eating disorders on an individual's health.
- ◆ Identify treatment methods for eating disorders.
- ◆ Cite prevention and intervention strategies for depression.
- ◆ Recognize the impact of bullying and teasing on one's social and emotional health.

Family Life And Human Sexuality

- ◆ Demonstrate strategies that open communication between parents and children about human sexuality.
- ◆ Compare the physical and nonphysical changes that occur during puberty.
- ◆ Explain the physiology of the human reproductive system.
- ◆ Identify abstinence as the healthiest lifestyle choice for adolescents.
- ◆ Describe changes to the mother and fetus during the stages of pregnancy.

Disease Prevention And Control

- ◆ Describe how risk factors are related to disease prevention and control.
- ◆ Identify intervention and treatment methods for common diseases.
- ◆ Describe the impact of media messages on disease prevention and control.



SOCIAL STUDIES

Overview

This is the second part of a two-year program entitled Geography and World Cultures. This program provides opportunities for students to develop an understanding of geographic skills and concepts of world cultures in relation to their own. Students also learn about geographic and cultural issues, and of the cultural heritage and history of the various regions of study. Students are encouraged to gain an understanding and appreciation of other cultures, and to use geographic skills to solve problems. There are countywide local assessments administered quarterly.

Social Studies Skills

These skills and others are embedded throughout our curriculum:

- ◆ Map reading, construction and interpretation
- ◆ Historical thinking skills
- ◆ Problem solving/critical thinking
- ◆ Roles, rights and responsibilities of citizenship
- ◆ Strategic reading of social studies text
- ◆ Economic decision making
- ◆ Informative and persuasive writing
- ◆ Information literacy

Course Content

There are four units in seventh grade social studies. What follows is a summary of some of the key objectives.

European Geography And History

- ◆ Describe the major geographic and climactic features of the region.
- ◆ Give reasons for the rise of Ancient Greece and cite examples of its contributions and major achievements to the world.
- ◆ Compare and contrast the social and political structure of Athens and Sparta.
- ◆ Describe the impact of Alexander of Macedonia's conquests and the subsequent spread of Hellenistic culture.
- ◆ Give reasons for the rise of the Roman Empire and cite examples of its contributions and major achievements to the world.
- ◆ Prioritize and justify the reasons for the fall of the Roman Empire.
- ◆ Identify the achievements and contributions of the Byzantine Empire.

European Geography, History And Contemporary Issues

- ◆ Identify and explain the political, social and economic aspects of life in Medieval Europe.
- ◆ Describe the influences of Slavic, Viking, and Byzantine cultures on the development of Russian society.
- ◆ Explain how the Crusades impacted the expansion of Christian Europe.
- ◆ Describe the origins, development and impact of the European Renaissance.
- ◆ Analyze the lasting effects of the Mongol invasion on the culture of Russia and Europe.
- ◆ Identify selected countries and major cities of the region.
- ◆ List and analyze the major natural resources and products of Europe.
- ◆ Explain and compare the economic and social challenges facing the new democracies of Europe.
- ◆ Describe and analyze how ethnic and religious differences tend to divide the people of the nations of these regions.
- ◆ Describe and analyze how European nations are cooperating to compete in the global economy through the European Union.

Latin America

- ◆ Identify selected countries and major cities of Latin America.
- ◆ Describe the major geographic and climactic features of Latin America.
- ◆ List the major natural resources and products of Latin America.
- ◆ Analyze the causes and consequences of the Age of Exploration.
- ◆ Compare and contrast the characteristics and achievements of the Mayan, Aztec and Inca Empires.
- ◆ Analyze the effects of the "Columbian Exchange" on the societies of the Eastern and Western Hemispheres.
- ◆ Describe the social classes that developed in colonial Latin America.
- ◆ Assess the impact of population growth and economic factors on the environment.

Canada And The United States

- ◆ Identify the major political subdivisions and cities of the United States and Canada.
- ◆ Describe the major geographic and

climactic features of Canada and the United States.

- ◆ Identify the major natural resources and products of Canada and the United States. and explain how they impact the economies of both nations.
- ◆ Explain how settlement patterns in Canada are linked to colonization by England and France.
- ◆ Explain how Canada became an independent nation.
- ◆ Compare Canada's and the United States' federal form of government.
- ◆ Read and analyze two or more thematic maps to assess the location and development of urban areas in the United States.
- ◆ Describe how the United States is a pluralistic society consisting of diverse cultures, customs and traditions.

Gifted and Talented (G/T)

Specific gifted and talented objectives for social studies are included in the Essential Curriculum Documents for Grades 6-8. There are two "G/T Inquiries" that are grounded in the content of particular units. These required inquiries are broad questions that are used as springboards for classroom research and problem solving activities in the G/T classes.

Special Programs

The Office of Secondary Social Studies supports several special programs available for middle school students. The *History Day Competition* is a local, state, and national competition that promotes historical inquiry, knowledge, and understanding among secondary school students. History Day encourages the development of research skills, the analysis and interpretation of primary and secondary source materials, and the opportunity for creative expression. HCPSS sponsors a large regional competition each year that includes up to 300 students from our public and private schools. This program is typically integrated as a part of the curricular program, but is dependent upon school interest. The *Black Saga Competition* is a statewide competition that challenges student knowledge about the African American experience. Middle and elementary schools from across the state compete for prizes and awards. This event is very dependent upon school interest and community support, as it is an extracurricular program.

School Counseling

Academic Development

- ◆ Identify interests, personal learning styles, academic strengths and difficulties in order to succeed in the learning processes.
- ◆ Develop positive organizational, time management, study, test-taking and planning skills to achieve school success.
- ◆ Evaluate the benefits of regular attendance and positive behaviors to ensure school success.
- ◆ Utilize a variety of strategies and resources helpful in making a successful transition from elementary to middle school, grade to grade, middle to high school, and between comprehensive and alternative schools.
- ◆ Explore special programs, academic options, and extracurricular opportunities in order to enhance learning and personal growth.
- ◆ Explain the relationship between academic skills and the world of work.

Career Development

- ◆ Locate, evaluate and interpret career information.
- ◆ Identify effective steps in decision making and how to apply them to education, career and life choices.
- ◆ Investigate requirements and options to develop a four-year plan of study for high school.
- ◆ Identify personal qualities and behaviors needed to secure and maintain employment.
- ◆ Identify stereotypes, biases and discriminatory behaviors that may limit opportunities in the workplace.

Personal/Social Development

- ◆ Express feelings in order to more accurately:
 - ◆ understand one's feelings and the feelings of others
 - ◆ communicate one's needs
 - ◆ communicate assertively.
- ◆ Develop coping skills in order to adapt to change, make positive transitions and effectively handle stress.

- ◆ Employ essential social skills needed to experience positive working relationships and work cooperatively in groups.
- ◆ Develop alternative ways to handle conflicts in order to avoid aggressive behaviors.
- ◆ Show respect for physical, academic and cultural differences among peers and adults in order to learn and work effectively with others.

Physical Education

- ◆ Analyze the factors influencing exercise adherence.
- ◆ Explain the impact of media on physical activity.
- ◆ Apply the understanding of safety in physical activity settings.
- ◆ Establish and modify personal physical activity goals while monitoring progress toward achievement.
- ◆ Recognize that skills will develop with appropriate practice over time.
- ◆ Assess and analyze individual muscular strength and muscular endurance.
- ◆ Develop creative skill combinations and apply them to a variety of physical education and daily life activities.



Communicate In French Interpersonal

- ◆ Spell words using the French alphabet and accents.
- ◆ Respond to and initiate greetings and farewells.
- ◆ Introduce and talk about self, friends, family, and relatives (ages, personality, physical description).
- ◆ Count from 0 to 100.
- ◆ Talk about the calendar and birthdays.
- ◆ Tell time, talk about schedules, and distinguish between AM and PM.
- ◆ Talk about the weather and seasons.
- ◆ Talk about being hungry and thirsty.
- ◆ Order snacks and beverages in a café, ask about prices, and pay for food.
- ◆ Talk about likes and dislikes.
- ◆ Extend, accept and decline invitations.
- ◆ Talk about school subjects, schedules, and the classroom.
- ◆ Say how well, how often, and when something is done.
- ◆ Talk about and describe everyday objects.
- ◆ Describe a bedroom.

Communicate In Spanish Interpersonal

- ◆ Spell words using the Spanish alphabet and accents.
- ◆ Respond to and initiate greetings and farewells.
- ◆ Introduce and talk about self, friends, family, and relatives (ages, personality, physical description).
- ◆ Count from 0 to 100.
- ◆ Use the calendar to talk about dates, including birthdays.
- ◆ Tell time, talk about schedules, and distinguish between AM and PM.
- ◆ Talk about the weather and seasons.
- ◆ Identify people and objects in the classroom.
- ◆ Talk about the school day and describe classes and school activities.
- ◆ Express likes and dislikes about.
- ◆ Talk about being hungry and thirsty.
- ◆ Share descriptions of meals.
- ◆ Discuss ways to maintain one's health.
- ◆ Say how well, how often, and when something is done.

Communicate In French Or Spanish Interpretive

- ◆ Comprehend simple daily conversations on familiar topics by using authentic recordings, broadcasts and videos.
- ◆ Determine meaning of words based on context cues, cognates, word derivatives, and use of other resources.
- ◆ Use before, during, and after strategies to gain comprehension of both written and spoken language.

Presentational

- ◆ Apply the writing traits components to compose in a variety of formats.
- ◆ Compose and deliver formal oral presentations in the target language.

Gain Knowledge And Understanding Of Other Cultures

Practices

Demonstrate knowledge and understanding of another people's way of life and the relationship between their patterns of behavior and the underlying beliefs and values that guide their lives.

Products

Demonstrate knowledge and understanding of the relationship between the products and beliefs and values of Francophone cultures.

Connect With Other Disciplines And Acquire Information

Cross-curricular

Reinforce and further knowledge of other disciplines through the world language

Acquire Information

Apply the Big6™ process to access and use information from sources in the target language.

Develop Insight Into The Nature Of Language And Culture

Language

Examine elements of the target language and comparable elements in English.

Culture

Compare concepts of the cultures studied with one's own.

Participate In Multilingual Communities

- ◆ Use the language both within and beyond the school setting.
- ◆ Use the language for personal enjoyment and enrichment as a life-long learner.



Technology Education

Invention And Innovation

As the primary instructional program delivering technological literacy in Howard County, technology education aligns to both national and state content standards. The curriculum defines, in measurable terms, what it means for Howard County school students to be “technologically literate,” which is the ability to use, manage, understand and assess technology.

The Nature Of Technology

- ◆ The students will demonstrate the ability to understand the nature, characteristics and scope of technology.
- ◆ The students will demonstrate the ability to understand the core concepts of technology.
- ◆ The students will demonstrate the ability to understand the relationships among technologies and the connections between technology and other fields of study.

The Impacts Of Technology

- ◆ The students will demonstrate the ability to assess the impacts of products and systems.
- ◆ The students will demonstrate the ability to understand the cultural, social, economic and political effects of technology.
- ◆ The students will demonstrate the ability to determine the effects of technology on the environment.
- ◆ The students will demonstrate the ability to understand the role of society in the development and use of technology.

The Engineering Design And Development Process

- ◆ The students will demonstrate the ability to describe the attributes of design.
- ◆ The students will demonstrate the ability to understand engineering design.
- ◆ The students will demonstrate the ability to select and use tools and equipment correctly and safely.
- ◆ The students will demonstrate the ability to understand troubleshooting, research

and development, invention and innovation, and experimentation in problem solving.

- ◆ The students will demonstrate the ability to use and maintain technological products and systems.

The Core Technologies, Building Blocks Of The Designed World

- ◆ The students will demonstrate the ability to describe the functioning and applications of core technologies applied in common technology systems.
- ◆ The students will demonstrate the ability to describe the functioning and applications of structural systems.

The Major Enterprises That Produce The Goods And Services Of The Designed World

- ◆ The students will demonstrate the ability to understand manufacturing technologies.
- ◆ Describe manufacturing processes such as designing, development, producing and servicing.
- ◆ Classify mechanical processes that change the form of materials such as separating, forming, combining and conditioning.
- ◆ Describe the role manufacturing plays in the operation of other enterprises.

Family And Consumer Sciences

Food and Nutrition

- ◆ Apply safety and sanitation rules to maintain a safe personal, family and work environment.
- ◆ Identify methods of food preparation, serving, and storage that prevent food-borne illnesses and contamination.
- ◆ Use correct food handling and storage practices in the foods lab.
- ◆ Identify and prepare nutrient dense foods for personal and family consumption.
- ◆ Interpret food labels to determine appropriate and healthy food choices.

Career Exploration

- ◆ Use the Real Game to describe the impact of career choice on lifestyle (e.g. housing options, travel and leisure, income, benefits).

- ◆ Research and develop a description of the duties and responsibilities for a randomly selected occupation.
- ◆ Explain the importance and personal significance of making career choices.

Consumer Choice and Financial Literacy

- ◆ Compare the impact of various forms of media, including the Internet, on consumer choice.
- ◆ Use a variety of resources to assess the influence of media and budgetary constraints on consumer purchases such as clothing, housing, food, transportation, electronics, etc.
- ◆ Support the use of the Internet as a resource for consumer purchases and comparison shopping.
- ◆ Outline consumer policies and laws relating to consumer rights and responsibilities.
- ◆ Use knowledge of consumer rights and responsibilities to select appropriate consumer actions.
- ◆ Define the role of the government in consumer protection.
- ◆ Describe means of protecting personal privacy and financial transactions/ records when using the Internet.



MUSIC / ART / GIFTED AND TALENTED (G/T)

Music

Perceiving, Performing And Responding - Aesthetic Education

- ◆ Describe the characteristics of musical sound.
- ◆ Experience musical performance through singing and playing instruments.
- ◆ Develop the ability to respond to music in a variety of ways.
- ◆ Develop an appropriate level of competence in reading and notating music.

Historical, Cultural And Social Contexts

- ◆ Develop the ability to recognize Western and non-Western music as a form of both individual and cultural expression.
- ◆ Become acquainted with music's roles in the lives of people and human history.
- ◆ Explore the relationship of music to dance, theatre, the visual arts and other disciplines.
- ◆ Develop knowledge of a wide variety of representative musical styles and genres.

Creative Expression And Production

- ◆ Improvise music through experimentation with sound.
- ◆ Develop readiness for composing and arranging through production of inventive musical material.

Aesthetic Criticism

- ◆ Identify a wide variety of musical expressions and social contexts from which they emerge.
- ◆ Apply pre-determined criteria in evaluation of creative efforts of others.
- ◆ Apply pre-determined criteria in evaluation of personal creative efforts.
- ◆ Develop an appreciation for diversity in making and sharing aesthetic judgements which reflect compassion, honesty and a positive attitude.

Art

Apply art concepts to show ways:

- ◆ Drawing techniques can be used to represent what is seen.
- ◆ Painting techniques and color theory can show space, detail and mood.
- ◆ Printmaking processes can be used to establish a center of interest.
- ◆ Sculpture processes can be used to interpret everyday objects.
- ◆ Crafts can be used to show how objects from various cultures incorporate rhythm and movement.

Through the art disciplines students will:

- ◆ Continue to use a sketchbook/journal as a record for problem-solving.
- ◆ Refine observational skills through the use of contour and gestural line.
- ◆ Use experimentation, imagination and memory in making artwork.

When exiting seventh grade, the student works toward proficiency by:

- ◆ Explaining the meaning of personal artworks through self-evaluation.
- ◆ Continuing to develop observational skill in drawing.
- ◆ Using sketchbook/journal for personal response and problem solving.
- ◆ Understanding art objects through analysis of knowledge, skills and attitudes of a variety of artists.

Gifted And Talented (G/T)

The G/T Program provides a continuum of services in addition to G/T classes. Middle School G/T resource teachers instruct students who participate in the G/T Writers Guild, Instructional Seminars and Research Investigations.



Library Media

Literature Appreciation

- ◆ Select and read a variety of materials.
- ◆ Make text-to-world connections.
- ◆ Use libraries to help develop good reading habits.
- ◆ Choose to browse, select and enjoy library materials.
- ◆ Recognize the connection between reading and being a lifelong learner.

Information Literacy

- ◆ Identify information needs.
- ◆ Follow systematic problem-solving steps.

Locate Information

- ◆ Analyze criteria of assignments to develop effective research questions.
- ◆ Make appropriate selections of relevant information in all formats.
- ◆ Use alphabetical order and the Dewey Decimal System to identify, locate and retrieve materials.
- ◆ Locate materials using the Public Access Catalog.

Collect Information

- ◆ Utilize effective search strategies for collecting relevant information from print, nonprint and computer/online/digital resources.
- ◆ Evaluate the content of specific print, nonprint and computer/online/digital resources to determine accuracy and relevance of content.
- ◆ Record relevant information using graphic organizers in print and electronic formats.
- ◆ Capture key concepts in own words to avoid plagiarism.
- ◆ Include a bibliography as a component of all research assignments.

Organize And Manage Information

- ◆ Record and organize information using appropriate format.
- ◆ Match appropriate format with content to be organized.

Interpret Information

- ◆ Determine the ideas being communicated in a variety of resources.
- ◆ Apply critical thinking and problem-solving strategies.

Share Findings/Conclusions

- ◆ Present findings in oral, written, visual and multimedia formats.
- ◆ Design layouts that communicate content effectively.
- ◆ Reflect on and provide feedback about the research process.

Use Information And Resources Ethically

- ◆ Demonstrate proper care and handling of media and equipment in all formats.
- ◆ Practice strategies for avoiding plagiarism.
- ◆ Comply with fair use and copyright laws.
- ◆ Cite sources of information.
- ◆ Follow safe practices when working online.

Educational Technology Technology Systems

- ◆ Describe technology in appropriate language.
- ◆ Demonstrate fundamental computer operations.
- ◆ Demonstrate proficient use of input and output devices.
- ◆ Manage files by saving them in different formats, organizing files and folders, and saving files to external drives and servers.
- ◆ Explore the nature of assistive technology devices.
- ◆ Practice safe computing.

Digital Citizenship

- ◆ When researching, list appropriate copyrighted electronic sources.
- ◆ Explain how technology affects the individual and society.
- ◆ Respect information privacy, using and altering information only when authorized.
- ◆ Abide by copyright laws involving software use and Internet files.

Technology For Learning And Collaboration

- ◆ Improve productivity using appropriate keyboarding techniques.
- ◆ Design and develop desktop publishing products, such as newsletters and brochures, that incorporate text and graphics to prepare and present content-related information.

- ◆ Collect, organize, manipulate and analyze data using appropriate software.
- ◆ Create word processing documents using formatting features such as tabs, margin adjustments, page orientation, justification, columns, headers, footers and page numbers to communicate ideas.
- ◆ Collaborate with peers, experts and others by using telecommunications to investigate curriculum-related problems, issues, and information.

Technology For Communication And Expression

- ◆ Recognize technology's role in telecommunication.
- ◆ Use various media and formats for multiple purposes.
- ◆ Communicate curriculum concepts to design, develop, publish and present multimedia products such as webpages, interactive presentations, and digital video products.

Technology For Information Use And Management

- ◆ Identify, obtain and use information from electronic data sources such as CD-ROM, databases and the Internet.

Technology For Problem Solving And Decision Making

- ◆ Solve real-world problems using technology as a tool.
- ◆ Make informed decisions using technology as a tool.



HOW TO HELP YOUR CHILD AT HOME

Writing

- ◆ Encourage your child to write to relatives and friends who may live out of town. Use e-mail.
- ◆ Encourage journal writing as another way to record memorable family events - trips, holidays, weddings, birthdays and other special occasions.
- ◆ Encourage your child to read aloud the papers they prepare for school.
- ◆ Be primarily interested in the content rather than the mechanics of his/her writing.
- ◆ Praise your child's efforts at writing.
- ◆ Ask to see your child's composition folder whenever you visit his or her teacher.

Reading

- ◆ Talk about what you and your child are reading.
- ◆ Have books, magazines and newspapers around the house.
- ◆ Set aside some time each day for reading rather than watching television.
- ◆ Encourage summer reading of high interest materials.
- ◆ Take family visits to the public library.
- ◆ Give your children books as gifts.
- ◆ Use the Internet to research and read information of use to your family.

Mathematics

- ◆ Discuss with your child the mathematics that he/she is learning.
- ◆ Find opportunities to do mathematics every day.
- ◆ Listen to your child explain how he/she approaches and solves mathematics problems.
- ◆ Work on puzzles and other "fun" mathematics problems.
- ◆ Explore the mathematics in books and television shows that you read or view together.
- ◆ Discuss the mathematics found in the media (newspaper articles, news reports, magazines).
- ◆ Use computers and calculators, as well as pencil and paper, to solve problems.
- ◆ Discuss with your child why (or why not) an answer to a mathematics problem is reasonable.

- ◆ Help your child review memorized facts.
- ◆ Make mistakes a part of learning.
- ◆ Have a positive attitude toward mathematics.
- ◆ For web resources, go to www.hcpss.org and look at math resources in the section for students.

Science

- ◆ Have your child discuss the science concepts that were studied in class that day.
- ◆ Use print material such as newspapers and magazines to identify and study recent developments in science and technology.
- ◆ Encourage your child to watch scientific programming and discuss the topics presented.
- ◆ Visit the library to locate and research additional information about topics discussed in class.
- ◆ Participate in programs sponsored by organizations such as the Chesapeake Bay Foundation to study how changes in our local community may impact the Chesapeake Bay and its watershed.
- ◆ Visit local museums to study past and recent scientific discoveries. Discuss how this information has impacted human life.
- ◆ Help your child research and design a plan for cleaning up or improving the quality of a local environmental resource area.
- ◆ Visit the Middle Patuxent Environmental Area and participate in local programs to study environmental concerns and topics in the area.
- ◆ Obtain pamphlets from your grocery store to study the impact of eating habits on health.

Physical Education

- ◆ Ask your child to explain offensive and defensive strategies of a televised sports broadcast of a team or individual sport.
- ◆ Time your child in a 12-minute walk/run on a high school track. How far can he/she go in 12 minutes? One lap is 400 meters. Your child will know how to assess the distance and time information.

- ◆ Encourage your child to participate in sports, dance or outdoor pursuits outside of the school day.

Technology Education

- ◆ Take your child to museums that focus on or have areas related to technology.
- ◆ Provide an area where your child can create and experiment with different designs to problem solving activities.
- ◆ Encourage your child to create procedural outlines for solving a problem.
- ◆ Point out different forms of technology used in everyday life.

School Counseling

- ◆ Designate an area in your home for your child to complete homework.
- ◆ Review daily and long-term assignments with your child.
- ◆ Encourage your child to participate fully in the middle school experience by participating in special programs and extracurricular activities.
- ◆ Praise your child for effort and achievement.
- ◆ Expose your child to career options by discussing careers of family members and friends.
- ◆ Demonstrate how to effectively share feelings.
- ◆ Encourage decision-making skills by offering your child choices, when possible and modeling decision making skills.



HOW TO HELP YOUR CHILD AT HOME

Music

- ◆ Encourage your child to listen with you to music of all styles.
- ◆ Discuss with your child music heard on radio, television or in live performances, using descriptive words to express preferences.
- ◆ Urge your child to elect instrumental or choral music in school and to take private lessons on an instrument.
- ◆ Provide opportunities for your child to participate in outside musical groups: orchestra, community theatre or summer camp.
- ◆ Provide a variety of musical materials and tools for your child's use: compact discs and cassette tapes, music computer software, books and periodicals about music and musicians and musical instruments.
- ◆ Encourage your child to follow up on special interests by researching artists, composers and styles of music through use of the Internet, library books, encyclopedias and current music periodicals.
- ◆ Provide opportunities to explore music of various cultures through local festivals and concerts, or while traveling.
- ◆ Share music of your own culture with your child and his or her classmates.
- ◆ Encourage your child to experiment, improvise or compose, using a computer or musical instruments in the home.
- ◆ Share a variety of concert experiences with your child and discuss the selection of music and the effectiveness of the performances.
- ◆ Convey to your child the value you place on music as an integral part of the core school curriculum and a body of studies which contribute to academic success and a rich quality of life.

Social Studies

- ◆ Make the daily newspaper and weekly news magazines a part of family reading.
- ◆ Watch news documentaries and specials as a family and discuss the issues that are raised.
- ◆ Visit local government meetings and the courthouse as a family.

- ◆ Visit local museums, historical societies and historic sites.
- ◆ Encourage your child to support his/her ideas with data and other forms of evidence.
- ◆ Have your child keep a travel journal when traveling on vacation.
- ◆ Follow along with a map or GPS (global positioning system) device when traveling.
- ◆ Practice map reading and directional skills.

For more detailed information about the social studies curriculum, office, resource links, and special sections designed just for parents and students, visit the social studies website at <http://www.hcpss.org/socst>

World Languages

- ◆ Encourage your child to practice the new language at home.
- ◆ Have your child teach you or siblings words and phrases in the new language.
- ◆ Encourage your child to communicate with a child from another culture as a penpal.
- ◆ Visit galleries and museums that feature art or artifacts from other cultures.
- ◆ Encourage your child to practice the new language with native speakers of that language in restaurants, department stores and shops.
- ◆ Share travel brochures, videos and travel guides that feature the target culture with your child.
- ◆ Ask your child to share the French or Spanish names of ordinary objects, professionals, actions, family members, animals and foods with you and siblings.
- ◆ Share your own experiences with the target language and target culture with your child.
- ◆ Ask your child to interpret words or phrases from the target language encountered.
- ◆ Make a real or virtual visit to a country where French or Spanish is spoken.
- ◆ Provide opportunities for your child to perform in French or Spanish for family members or neighbors.

- ◆ Encourage your child to practice numbers, days of the week, months, seasons, colors, clothing, geographic names, family names, occupations and foods in the target language for pronunciation practice.
- ◆ Provide opportunities for your child to listen to age-appropriate music and to watch age-appropriate films from the target culture.

Educational Technology

- ◆ Discuss the use and impact of technology in everyday life such as cell phones, PDAs (personal digital assistants), email communication, automatic teller machines and electronic catalogs at the library.
- ◆ Encourage your child to use technology as a research tool for projects when appropriate. For example, you might help your child use the Internet to locate information about a specific topic. The Howard County Public School System provides online resources to assist students (*World Book Online*, *Student Resource Center Jr.*, *Science Resource Center*, *U.S. History*, *Culture Grams* and *SIRS Researcher*). Check with the library media specialist at your school for access information.
- ◆ Encourage your child to use technology as a tool for homework when appropriate. For example, you might work with your child to create a multimedia presentation for a class project.
- ◆ Encourage your child to practice keyboarding skills.
- ◆ Encourage your child to use Software programs appropriate for Grade 7: *Microsoft Word*, *Excel*, and *Powerpoint*, *Inspiration* and *Mavis Beacon Teaches Typing*.



HOW TO HELP YOUR CHILD AT HOME

Family And Consumer Sciences

- ◆ Include your child in the planning, list-making, budgeting, shopping and preparation of a family celebration that includes food.
- ◆ Discuss with your child some crises situations that may affect money management and how they could be solved. Include discussions on communicating with co-workers and bosses (friends, teachers, adults).
- ◆ Assist your child in creating a budget for leisure-time spending. This “budget” could also be for time management of school work, family obligations and leisure time.
- ◆ Allow your child to participate in discussions involving major consumer purchase decisions.
- ◆ Work with you child in comparing and contrasting best buy consumer purchases.
- ◆ Provide opportunities for your child to explore the world of work either through discussions with family members and community resources or supervised Internet exploration.

Art

- ◆ Set aside an area for artwork to be made, finished for exhibition and displayed.
- ◆ Provide a sketchbook to record and plan artwork, and a variety of materials and tools for your child to use in:
 - ◆ drawing, which can be used to create imaginary beings and objects that combine natural and man-made forms, such as a 2B graphite pencil, fine point water based markers and charcoal pencils.
 - ◆ painting which can be used to show depth, such as colored pencils and water-based markers, tempera and watercolor.
 - ◆ printmaking to depict texture and surface details such as linoleum or wood and appropriate carving tools.
 - ◆ sculpture, which can be used to interpret everyday objects in novel ways, such as blunt wooden tools and synthetic clays.
 - ◆ crafts, which can be used to show rhythm and movement, such as felt, wire and found objects.

- ◆ Emphasize observation as a means for recording images in drawing, painting and sculpture, including self-portraits.
- ◆ Make available a variety of resources from which to gather ideas for making artwork such as family photos, objects for still-life, art magazines and the fliers or newsletters published by museums and galleries.
- ◆ Continue to promote the use of artful activities to make family events special.
- ◆ Visit galleries and museums to discuss the plans, subject matter, processes and techniques used by master artists, and the ways they reflect the period in which they worked.
- ◆ Share the public library with your child as a source for books that picture master artworks and describe the lives and working methods of artists.

Health

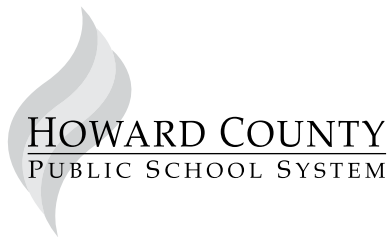
- ◆ Help your child interpret the way alcohol is portrayed in advertisements and on television shows.
- ◆ Point out examples and consequences of responsible drinking behavior.
- ◆ Clearly state your expectations about alcohol use.
- ◆ Look up with your child a list of health services that are available in your community.
- ◆ Share with your child your expectations for quality health services.
- ◆ Practice healthy eating habits.
- ◆ Assist your child in managing physical activity, nutrition and rest to maintain a healthy lifestyle.
- ◆ Participate in a physical activity together as a family.
- ◆ Share with your child what you give to the friendships in your life.
- ◆ Pick a quiet, calm time for a conversation, when you will be able to talk for a while without interruption.
- ◆ Use your child’s age and development and your own feelings as a guide about how much information to present.
- ◆ Clearly state your values to your child.

- ◆ Point out times when a TV character or someone in the news behaves in a way that is not consistent with your values.
- ◆ Write a family plan together to describe how you can reduce risk factors and enhance protective factors for disease prevention and control.
- ◆ Discuss with your child a variety of coping skills for depression.

Library Media

- ◆ Encourage reading for fun and as a free-time activity.
- ◆ Create an environment rich with books. Middle school students especially enjoy reading paperback books.
- ◆ Read with your child every chance you get – even if it’s just part of a newspaper article at the breakfast table.
- ◆ Discuss ideas in books your child reads.
- ◆ Be a role model. Let your child see you read for pleasure.
- ◆ Practice using the Big6 model for problem-solving everyday life situations.
- ◆ Obtain a library card for your child, and utilize the library as a resource for information and materials for enjoyment.
- ◆ Encourage your child to participate in age-appropriate activities sponsored by the public library.
- ◆ Encourage your child to utilize online homework help provided by Howard County Library.
- ◆ Look for computer programs that encourage reading.





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