MAURY COUNTY SCHOOLS

MIDDLE LEVEL PROGRAM OF STUDIES

2022-23

Maury County Schools Mission Statement

We will provide the educational instruction, tools, and environment for every child to succeed in LIFE as Life-long learners, Independent Thinkers, Fearless Innovators, and Exemplary Citizens.

The goal of Maury County Schools is to thoroughly prepare students for college and career by offering a strong foundation for a lifetime of learning. Working together, parents, students, teachers, and administrators can work toward wise decisions concerning programs and course selection for Middle School as well as High School.

This Middle School Course Catalog is designed to explain the requirements for success in grades 5, 6, 7, and 8 while also giving students the tools needed for a smooth transition into 9th grade and the rest of their high school experience.

Counselors will be meeting with students, individually or in small groups, to aid them in developing the appropriate educational plan from middle to high school. In addition, school counselors are available for appointments with parents who request individualized services.

This catalog lists the courses offered in our middle schools and includes both required academic core courses and exploratory opportunities.

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Middle Level School Phone & Address Listing

Maury County Schools has five core middle schools that serve grades 5-8, and three Unit Schools serve grades K-12.

School Name & Grades Served	Front Office Phone & School Website
Battle Creek Middle School (5-8)	931-487-1310 BCMS Website
Cox Middle School (5-8)	931-840-3902 CMS Website
Culleoka Unit School (K-12)	931-987-2511 CUS Website
Hampshire Unit School (K-12)	931-285-2300 HUS Website
Mt. Pleasant Middle School (5-8)	931-379-1100 MPMSVPA Website
Santa Fe Unit School (K-12)	931-682-2172 SFUS Website
Spring Hill Middle School (5-8)	931-451-1531 SHMS Website
Whitthorne Middle School (5-8)	931-388-2558 WMS Website

State Assessments

State Assessments are linked to the student's final grade as per the TN State Department of Education.

State assessments are linked to the following courses:

- Math 5, 6, 7, 8
- Algebra I
- English Language Arts 5, 6, 7, 8
- Science 5, 6, 7, 8
- Social Studies 5, 6, 7, 8

For more information on state assessments, please visit:

https://www.tn.gov/education/assessment/tnready/tnready-parent-resources.html

Middle Level Exams

The purpose of exams is to assess student learning and retention over time as it pertains to their mastery of state standards. MCPS educators have access to varied assessment resources to provide mastery insight, and exams are one method that schools may choose to assess students. Formal cumulative exams may begin in the 6th grade year of middle school and could be scaffolded into 7th grade from a test grade to a formal exam grade. Exams may be administered in all core content academic areas, and students are to be prepared for studying with an exam study guide provided by the classroom teacher.

	Exam Type/Timing	Grading
6th Grade	Semester Cumulative Exams	Recorded as no more than a regular test grade
7th Grade	Semester Cumulative Exams	May be recorded up to a 10% exam grade
8th Grade	Semester Cumulative Exams	May be recorded up to a 10% exam grade

Grading Scale

The following statewide grading scale is used in all classes:

A	**93-100**
B	**92-85**
C	**84-75**
D	**74-70**
F	**69-0**

ParentVUE and StudentVUE are excellent resources for middle level families to stay informed regarding student grades. Students and parents/guardians can use this tool to create a stronger relationship between themselves and their school community. Check with your student's school in order to activate your account and access their grades today.

Principal's List and Honor Roll

To be eligible for **Principal's List,** a student must earn all "A's" in all academic subjects.

To be eligible for **Honor Roll**, a student must have no grade below a "B" in all academic subjects.

Parent/Guardian Involvement

How can parents/guardians be involved in middle school?

There are many options for parent involvement: school visitations, participation in a parent/teacher organization, volunteering at school events or in classrooms, or attending school activities. To find out how you can become involved, contact your child's middle school.

What can parents/guardians do to prepare students for middle school?

1. **Ask to see homework**. Ask daily to see what kinds of activities are assigned for homework. If your student says that he/she does not have any homework, you may check with the teacher. Sign up for teacher recommended communication tools, so you can receive the reminders from the teachers concerning assignments and classroom related announcements.

2. **Help develop a routine for homework**. Establish homework routines for long-term school success. Your child prepares now by instilling basic study skills. The habits your child develops in middle school will last a lifetime! You can instill good study habits through the following: Enforce a study time. Choose one that works best for your child. Some kids need to blow off steam right after school, while others like to finish homework right away. Pick the time that works best for your child--and stick with it! Create a study space. Make sure your child has a quiet, comfortable place to work. It should be free of distractions, especially noise from the TV. Stay nearby to supervise and set a good example by reading or taking care of your responsibilities. Finish early. Long-term assignments are perfect opportunities to teach the value of planning. If your child needs to write a book report, for example, split the project into parts and set a deadline for each one. Ideally, it will be finished with time to spare. Compliment success.

3. **Ask about your child's assignments and grades**. When students go to middle school, they are often asked to write down their assignments and homework in their binder, student agenda, or assignment record sheet. Parents may also use ParentVue to access this type of information and initiate conversation with their children.

4. Make sure your student regularly checks Google Classroom and has his/her StudentVue set-up. It is important that middle school students begin to take personal responsibility as they become older in preparation for high school. School email is a part of a student's daily life; encourage them to check at least once a day.

5. **Communicate with the school staff**. Find out how to communicate with your child's teachers more effectively. Many misunderstandings can be resolved quickly if there is strong and clear communication between the school and home. As students enter 7th grade, encourage your child to self-advocate when things come up in classes. Help them know how to start conversations with adults or proofread their emails to help them communicate effectively.

6. **Encourage your child to read and write**. One of the best ways for a student to become a better reader and writer is to practice. Just as an athlete gets better with practice, so does a student become a better reader and writer with practice. Regular reading enhances a student's vocabulary. Vocabulary development is the key to academic success in high school and entry into college. Encourage your child to read for fun. Your school librarian can be an asset, and you can also visit the Maury County Public Library.

Advanced Course and Content Information*

Advanced content exceeds the state academic content standards, learning expectations, and performance indicators of grade level standards. It is the expectation of Maury County Public Schools that all teachers differentiate content appropriately for all students to excel to the greatest extent educationally. Teachers of courses model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. All advanced content includes multiple assessments exemplifying coursework (such as short answer, constructed response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, advanced content includes a minimum of five of the following components:

- Extended reading assignments that connect with the specified curriculum;
- Research-based writing assignments that address and extend the course curriculum;
- Projects that apply course curriculum to relevant or real-world situations;
- Open-ended investigations in which the student selects the questions and designs the research;
- Writing assignments that demonstrate a variety of modes, purposes, and styles;
- Integration of appropriate technology into the course of study;
- Deeper exploration of the culture, values, and history of the discipline; and
- Extensive opportunities for problem-solving experiences through imagination, critical analysis, and appreciation.

Please see the Appendix to review the "Middle Level Advanced Course Application" for more information regarding eligibility and application.

In addition, students enrolled in advanced courses should exemplify the following:

- ✓ Possess the interest, ability, and motivation to meet the challenges.
- ✓ Be willing to take greater responsibility for their learning.
- ✓ Aspire to an advanced level of learning through high quality work.
- ✓ Complete assignments in a timely manner and produce quality work.
- ✓ Be actively engaged in classroom activities and discussions.
- ✓ Manage time well (juggle schoolwork, family obligations and extra-curricular activities).

**Schools may opt for an advanced cohort of students within a grade-level course in order to differentiate to advanced course content.*

Middle Level Course Descriptions

English Language Arts 5*

In grade five, language arts combines reading with language and writing skills. Students read a variety of literature as well as informational texts with an emphasis on science and history. To enhance the comprehension of complex texts and improve the ability to craft responses in both written and spoken forms, the curriculum includes the study of vocabulary and the conventions of Standard English. The reading and writing connection is strengthened as students learn to apply essential reading skills when writing informative, opinion, and narrative essays. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

English Language Arts 6*

In grade six, language arts will engage in a rigorous curriculum that focuses on the standard areas of reading, writing, language and speaking and listening. Students will read a variety of literary genres such as poetry, novels, short stories, and non-fiction. As a complement to the reading instruction, students will be required to write in a variety of modes which involve text-based evidence for student responses. Students will learn to prepare and write narrative, informational, and argumentative types of writing pieces in the form of stories, reflections, essays, letters, and reports. Equally as important, students will continue to sharpen their grammatical and vocabulary skills in order to become effective writers and speakers. This course follows the TN State Standards for English Language Arts 6. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

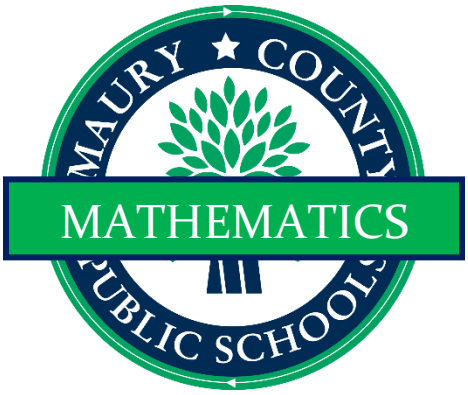
English Language Arts 7*

In grade seven, students will continue to develop the ability to seek out and cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Students will also build academic vocabulary as they read more complex texts, including stories, plays, historical novels, poems, and informational books and articles and they will continue their study and practice of different writing modes (argumentative, informational, and narrative). Students will also develop their ability to use language for communication, learning, reflection with a focus on written and spoken language for a variety of purposes and audiences. This course follows the TN State Standards for English Language Arts 7. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

English Language Arts 8*

In grade eight, students continue to develop communication skills, especially through writing, with additional emphasis on reading, speaking, and listening. Students read major works of fiction and non-fiction. They continue to learn how to analyze what they read and to evaluate an author's craft, assumptions, and claims. Instruction also provides techniques for citing textual evidence and writing in a variety of genres. Students use technology to conduct research that requires the analysis and evaluation of resources as well as valid

interpretations of literary and informational text. Language standards are foundational and integrated throughout the curriculum design. This course follows the TN State Standards for English Language Arts 8. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."



Math 5*

In grade five, students will learn number theory, computation, algebraic thinking, problem solving, data analysis, measurement, and geometry. Fifth graders are expected to know multiplication and division facts through twelves tables prior to the start of school. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

Math 6*

In grade six, students will learn real number operations, including whole numbers, decimals, and fractions. They will also extend their previous understanding of numbers and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers and in particular, negative integers. Students will also strengthen their knowledge as they analyze data and probability and evaluate and solve one-step equations during second semester. Throughout the year students learn the relationship between ratios and percentages and apply their skills to real-world scenarios. They are also introduced to the fundamentals of geometry and integers. Students will be expected to persevere in problem solving, reason abstractly and quantitatively, construct viable arguments, and critique the reasoning of others as outlined by the TN State Standards for grade 6. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

Math 7*

In Grade seven, students will use problem solving strategies and technology to master TN State Standards for the 7th grade. This includes working with rational numbers and percent, applying operation properties with negative numbers, solving equations, working with proportions, understanding geometric figures, and using techniques of statistics and probability. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. Students will be expected to persevere in problem solving, reason abstractly and quantitatively, construct viable arguments, and critique the reasoning of others as outlined by the TN State Standards for grade 7. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

Math 8*

In eighth grade math, students will begin with a study of the real number system as well as solving multi-step equations. Word problems are deeply embedded within the course, and students use algebraic

concepts in order to solve them. In addition to solving equations, students will explore functions, writing equations, graphing linear equations, including systems of equations, and statistics. Geometry for Math 8 includes students using ideas about distance, angles, and two-dimensional figures to solve problems as well as solving volume problems with cones, cylinders, and spheres. Students will be expected to persevere in problem solving, reason abstractly and quantitatively, construct viable arguments, and critique the reasoning of others as outlined by the TN State Standards for grade 8. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

Algebra I

The Algebra curriculum includes properties of the real number system, linear and quadratic systems, inequalities, operations on real numbers and polynomials, exponents, and radicals. Students learn the language of algebra and practice the application of algebraic concepts to real world problems. A high school credit is awarded upon successful completion of the course to include the passing of the state level end of course exam. The final grade does not calculate into a student's high school GPA nor does it count toward the high school math requirements. Additionally, honors points added to the quarterly average do not apply for this course in middle school. This course follows the TN State Standards. Proper placement is critical for students to continue to build strong foundational skills. Please see the Appendix to review the "Middle Level Advanced Course Application" for more information regarding eligibility and application.

Science 5*

This course includes topics such as scientific methods, micro-organisms, matter, force and motion, plants, energy, and processes that change the earth. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

Science 6*

This course is an inquiry-based science class integrating technology and engineering while exploring the interrelationships of life, earth, and physical sciences. The theme for sixth grade science is how energy, found in multiple systems and scales, is driving ecosystems (populations, food chain/webs), Earth's natural resources, and Earth's processes (oceans, weathers, and climate). In turn, oceans, weather, and climate help determine characteristics of ecosystems. This course follows the TN State Standards for Science 6. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

Science 7*

This course is an inquiry-based science class integrating technology and engineering while exploring the inter-relationships of life, earth, and physical sciences. The theme for seventh grade science is how matter and reactions are the basis for life science, particularly the molecules that make up life, DNA/proteins, and their

hierarchy to organ systems and heredity, and biogeochemical cycles, carbon and oxygen cycling through photosynthesis and aerobic cellular respiration. Earth and space science standards are addressed from a perspective based on matter and reactions (atmospheric composition, combustion, and climate change). This course follows the TN State Standards for Science 7. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

Science 8*

This course is an inquiry-based science class integrating technology and engineering while exploring the inter-relationships of life, earth, and physical sciences. The themes for science in eighth grade are how forces and motion drive objects in our solar systems, move lithospheric plates, and how nature's driving forces of geology impact ecosystems via environmental selection for a species. This course follows the TN State Standards for Science 8. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

SOCIAL STUDIES

Social Studies 5*

Fifth grade students will study the governance, civics, economics, geography, and history of the United States and Tennessee. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

Social Studies 6*

Sixth grade students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. This course will also teach students about the historical context of ancient and major world religions within this time frame and will follow a common template for major world religions so as to not promote any religion. This course will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

Social Studies 7*

Seventh grade students will continue their survey of world history and geography beginning with the continuation of the Eastern Roman Empire after the fall of Western Rome through the European Age of Exploration. Students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, Southwest Asia and Northern Africa, and the impact of exploration on the New World. Students will also describe the indigenous populations of the Americas. This course, as in 6th grade, will also teach students about the historical context of ancient, and major world religions within this time frame and will follow a common template for major world

religions so as to not promote any religion. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

Social Studies 8*

Eighth grade students will begin with the study of the Jamestown settlement through Southern Reconstruction post-Civil War. Students will analyze the geographic, economic, political, and cultural impact of the founding of the thirteen colonies, the cause, course, and consequences of the American Revolution, the development of the new United States, the impact of sectionalism and expansion, the cause, course, and consequences of the Civil War, ending with Southern Reconstruction. This course will place Tennessee history, government, and geography in context with U.S. history in order to illustrate the role our state has played in American history. This course is the first of a two-year survey of U.S. history and geography. This course is designed to help students think like historians, focusing on historical concepts in order for students to build an understanding of the history of the U.S. *Advanced course components and expectations extend the grade-level course expectations for this content area as detailed in the abovementioned "Advanced Course Information."

Each student takes exploratory classes in addition to their core academic classes. The following exploratory courses may be offered:

ACT

The ACT exploratory course introduces students to the academic rigor of ACT questions, test-taking strategies, as well as practice in the assessment. Students encounter ACT content in order to advance their knowledge and abilities, as well as develop a clear understanding of the ACT assessment expectations.

Audio Visual

Audio visual allows students to explore various technology platforms in order to develop film and audio productions. Content includes basic film and audio production tools and strategies to introduce students to the field and further their understanding of career opportunities and expectations.

Automation and Robotics

Students in automation and robotics learn the basics of programming and coding, as well as mechanics, in order to facilitate a deeper understanding of the field of robotics.

Band

Band is a performance-based class. This means students will learn to play an instrument alone, and in a group

setting, for multiple concerts/performances during the school year. The 6th grade is considered beginning band and focuses on teaching students to start on an instrument of their choice. The 7th and 8th grade band is considered advanced band and will play more challenging music.

Career Awareness

Career Awareness is an introductory course (6th Grade) designed to build foundational knowledge of career opportunities through: (a) examining key characteristics evident in successful leaders; (b) connecting academic aptitude and personal strengths to postsecondary and career success; and (c) bringing awareness to career availability in various contexts. Upon completion of this course, proficient students will understand their own strengths and academic skills, explain specific careers and career sectors of interest, and develop an understanding of the career pathways, postsecondary education institutions, and employers located in their greater community. Students will also demonstrate soft skills (e.g. teamwork, self-advocacy, and effective communication), alongside technical skills (e.g. time management and goal creation) to practice critical skills needed in the workplace. It is recommended that Career Awareness occur in sequence prior to both Career Exploration and Career Advising and Planning.

Career Advising and Planning

Career Exploration is a course (8th Grade) designed to reinforce previous career awareness and strategically explore a wide range of career options through: (a) engaging in self-reflection and intentional goal setting by using a career assessment tool; (b) analyzing academic strengths and progress; (c) researching postsecondary options and the requirements for various career sectors; and (d) identifying coursework, extracurricular activities, and experiences that can support career exploration. Upon completion of this course, proficient students will use their own strengths and skills to set meaningful academic and career goals; articulate careers that align with their strengths and academic background or plans; and discover ways to explore various career options in their community. Students will also demonstrate soft skills (e.g. teamwork, self-advocacy, and effective communication), alongside technical skills (e.g. time management and goal creation) to practice critical skills needed in the workplace. It is recommended that Career Exploration occur in sequence after Career Awareness and prior to Career Advising and Planning.

Career Exploration

Career Exploration is a course (7th Grade) designed to reinforce previous career awareness and strategically explore a wide range of career options through: (a) engaging in self-reflection and intentional goal setting by using a career assessment tool; (b) analyzing academic strengths and progress; (c) researching postsecondary options and the requirements for various career sectors; and (d) identifying coursework, extracurricular activities, and experiences that can support career exploration. Upon completion of this course, proficient students will use their own strengths and skills to set meaningful academic and career goals; articulate careers that align with their strengths and academic background or plans; and discover ways to explore various career options in their community. Students will also demonstrate soft skills (e.g. teamwork, self-advocacy, and effective communication), alongside technical skills (e.g. time management and goal creation) to practice critical skills needed in the workplace. It is recommended that Career Exploration occur in sequence after Career Awareness and prior to Career Advising and Planning.

Computer Applications

Computer Applications is a foundational course intended to teach students the computing fundamentals and concepts involved in the use of common software applications. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology.

Computer Science

Students involved in computer apps will acquaint themselves with varied computer apps in order to develop an understanding of software development and coding.

Computer Literacy

Computer literacy allows students to learn more about all facets of using digital technology including digital citizenship, troubleshooting, maximizing shortcuts, discerning reliable resources, and more!

Dance

Dance students are engaged in the art of dance in multiple modalities by a trained dance instructor.

Design and Modeling

Students involved in Design and Modeling have the opportunity to advance their knowledge and skill in 3-dimensional design and understanding of the basic properties of modeling.

Health; Health & Safety

The Health classes offer students a broad understanding of nutrition, fitness, health risks, and general health-related topics. The Health & Safety course additionally includes health hazards as it pertains to risk-related behaviors.

Intro to Business and Marketing

The Intro to Business and Marketing course allows students to build an introductory knowledge base around entrepreneurship and small business ownership.

Library

Students taking Library engage in research-related and text foundational exercises that support a deep understanding of reliable sources of information, primary and secondary resources, writing with a purpose, and reading for purpose and pleasure.

Math Lab

Students who take math lab are supported in math understanding to foster classroom success.

Music

This is an introductory course for students interested in Music. Students will be introduced to simple music terminology and learn to read notes and rhythms. Students may also be introduced to basic musical instruments. The music for the class will be focused on discussing the history of music.

Physical Education

This class involves a variety of exercises and personal fitness for all students. The goals are that students improve skills in a variety of activities, are given the opportunity to learn the skills, techniques, and rules used in a variety of team and individual sports and develop a lifelong commitment to health and fitness.

Math and/or Reading RTI (Response to Intervention)

RTI is a state-mandated, tiered intervention program available to all students that qualify. All students are screened in both math and reading three times per year to monitor student skills mastery and progress. Screening results are used to help students reach their greatest potential in both math and reading by providing needed intervention. Tier I remediation is provided for all students within their core classes. Tier II provides intervention for students scoring between the 11th and 25th percentiles on the universal screener. Tier III provides 5 days of intervention to students scoring at or below the 10th percentile on the universal screener.

Serve & Honor; Service Learning

Students involved in the Service suite of courses are engaged in service-learning opportunities and character building exercises in order to support the well-rounded development of the adolescent child.

STEM Course Suite: Foundations, Explorers & Designers

The STEM courses may vary from one school to the next, however generally they focus on developing integrated tasks within the fields of Science-Technology-Engineering-Math. Students engage in problem-solving strategies to provide solutions in the form of projects.

Study Skills

Students who take study skills are supported with a wide array of tools and strategies to help them be successful in the classroom with both sound study habits and organizational routines.

Theatre

As the students learn common theater terms and technical elements of a theater, they participate in assignments that support the standards of script writing, set design, and character acting. This theater introduction is a great way for students to find their creative side. Group Skits, Rhythm Teams, Product Advertisements are all part of the class.

Visual Art

In this class, students look at art through a study of the elements of art: line, shape, space, value, texture, and an emphasis on color theory. Students will also complete a variety of projects that emphasize the principles of design and other various art elements. Emphasis is also placed on appreciation of art from other cultures and time periods.

Appendix

Middle Level Advanced Course Application

Student Name _____

School _____

Grade Level

- ❑ 8th Grade

I am applying for the following courses:

8th Grade	Other
❑ Algebra I*	

*Students must earn 4 additional math credits in high school, one each year.

In the space below, write one paragraph stating your interest in advanced courses.

Explain why you want to take Advanced courses and take on this challenge. Use complete sentences.

Once a student has been approved for advanced coursework, the student must maintain an 85 or higher grade point average each quarter and regular attendance. *

*Requirements will be reviewed each progress report period. Failure to maintain the abovementioned requirements will result in a parent/teacher conference. Team members at the conference will decide at that time as how to proceed. If a student does not show improvement by the end of the quarter in concern, the student may be recommended for withdrawal from the course.

Pursuant to MCPS Policy 4.604, a student must earn a "B" average or higher in the course and on the semester exam to receive credit for the course.

I understand the advanced expectations of Advanced coursework and am prepared to apply my time, effort and ability in meeting those high expectations.

Student Signature_____ **Date** _____

Parent Signature_____ **Date**_____

MCPS Middle Level Algebra I Application

Student Name _____

School _____

I understand that I am applying for Algebra I for high school credit, and upon passing this course and the TN State End of Course exam, I am required to take one math credit per year for each year of high school (totaling 4 math courses for grades 9-12).

In the space below, write one paragraph stating your interest in Algebra I.

Explain why you want to take Algebra I and take on this challenge. Use complete sentences.

Once a student has been approved for Algebra I, the student must maintain an 85 or higher grade point average each quarter. *

*Requirements will be reviewed each progress report period. Failure to maintain the abovementioned requirements will result in a parent/teacher conference. Team members at the conference will decide at that time as how to proceed. If a student does not show improvement by the end of the quarter in concern, the student may be recommended for withdrawal from the course.

Pursuant to MCPS Policy 4.604, a student must earn a "B" average or higher in the course and on the semester exam to receive credit for the course.

Communication from the school regarding Algebra I placement will occur after TNReady results are provided to schools, usually in June.

I understand the advanced expectations of Algebra I and am prepared to apply my time, effort and ability in meeting those high expectations.

Student Signature_____ **Date** _____

Parent Signature_____ **Date**_____